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Policy of the Journal in Wartime

[EDITORIAL]

WHAT ADJUSTMENTS should the *Junior College Journal* make to wartime conditions? Should it be converted entirely to a war basis, possibly even with a change of name, as the U. S. Office of Education has done in changing *School Life* into *Education for Victory*? Should it attempt to continue on the theme of "junior college education as usual" conveniently oblivious to the conflict that vitally affects education at all levels today—and tomorrow? Or should it endeavor to follow some middle course between these two extremes?

The first proposal seems to go too far. Junior colleges should continue their normal functions—plus. Thousands of young people of both sexes of junior college age are not old enough or properly trained for most effective military or industrial service. Army and navy officials are urging young men to stay in college to secure the best preparation for necessary positions as officers. Others are urgently needed as trained technicians in nonmilitary work. There is more reason than ever why our institutions of higher education, including the junior colleges, should continue their existence—not primarily however for the sake of the individual student but as a vital patriotic service to the nation in its hour of greatest need. There is a vital need for the continuation of junior

college education not "as usual" but better than usual. It follows that there is need for a convenient medium of interchange of information, of suggestions, of experience. The *Journal* can be and should be one effective means for such a helpful interchange.

On the other hand, the second proposal is undesirable and would be almost impossible to follow even if it were to be attempted. The war touches every phase of our lives, collegiate as well as personal. The writer is a member of a special committee of the U. S. Office of Education Wartime Commission which has enlisted the aid of 27 committees of specialists in the 27 principal fields of the college curriculum. These committees are preparing special reports giving suggestions for desirable wartime modification of content and methods in their particular fields. It is evident that we cannot, even if we would, continue to edit the *Journal* serenely oblivious of the war.

There remains the third suggestion—a middle of the road plan. This seems now to be the best policy. It has been decided upon for the present, if not for the duration, after discussion and correspondence with junior college administrators and others. We plan to publish one or two or more major articles each month dealing specifically with wartime

issues, others which indicate the wartime implications of their subjects, still others which may have little or no direct reference to war conditions. A separate department "Wartime Activities" will report many developments and suggestions of particular junior college significance. Contributions, notes, discussion, comments, recommendations, and constructive criticism are invited.

The current issue may be taken as a sample of the type of magazine we feel is desirable to meet the varied needs of junior colleges under wartime conditions. The defense organization and achievement of one of the large Chicago junior colleges are described—also that in a smaller junior college in Texas, more typical perhaps of possibilities in the average institution. Numerous adjustments and adaptations are reported in "Wartime Activities." Major articles dealing primarily with such diverse fields as duties of administrators, teaching method, humanities, language, and family life (now so sadly disturbed for young people of junior college age), all indicate something of the changed emphasis needed to adjust thinking and practice to wartime conditions in our junior colleges.

In many respects the article immediately following this editorial is perhaps the most disturbing as well as the most challenging one in this issue. It deals with the problems brought about by the forced evacuation of 100,000 Japanese from the Pacific coastal areas. Hundreds of these evacuees were junior college students and American-born citizens although of alien parentage. The largest single number of Japanese junior college students were at Los Angeles City College. Professor Richardson, of that institution, has been in close touch with these young people. He has known many of them intimately. He has ob-

tained from them frank reports of conditions and of inner thoughts that are revealing—and distinctly disturbing. We can understand, perhaps, the military expediency that has seemed to necessitate this mass evacuation of thousands of American citizens. It is harder to understand or to justify some of the treatment they have been accorded. Many of them are intelligent college students, full-fledged American citizens who have never seen Japan. They have been raised in the American method of full and free discussion in the class room and in group organizations.

It is difficult to see why they should now be completely denied the most elementary of the American freedoms for which presumably we are fighting. Why should a group of American-born college students, far removed now from any possibility of sabotage, be denied the right to assemble in small groups "for any length of time, for any purpose, at any place" to discuss "international affairs, politics, or the present war"? Why should any other meeting, if there is anything vital left to discuss in it, be subject to such rigid restrictions as to agenda, sponsorship, and complete stenographic transcript as Professor Richardson reports in the text of the wholly un-American "Administrative Notice No. 13"?

Provision for the education of the younger children as reported is pitifully inadequate. But how distressingly eloquent are the two sentences reporting conditions at a higher level. "No work is offered on the junior college level. We all signed up."

Is it any wonder that an atmosphere of hopelessness and despair if not of hostility is developing among intelligent college students, so recently torn from their classrooms, who are the potential leaders of their race—potential inter-

preters of Americanism to their parents and elders? Note the difference in the tone of the two letters from the same junior college student written April 5 and May 23—seven weeks apart—from understanding and hope to doubt and despair.

Is it any wonder that the discussion group of junior college students formed on their own initiative to discuss current news and recent books—a continuation of some of the same types of activity carried on in their classrooms and on the campus of Los Angeles City College a few weeks earlier—abandoned such efforts? Is it any wonder that they commenced to brood instead on the hollowness of the pretense of the four freedoms for some American citizens—who happened to have their eyes set at a little different angle from that of other citizens?

The success of any educational plan would seem to depend upon first convincing the American Japanese that we mean to be fair. We must give them the material educational facilities they need. Then we must give them the spiritual education they need. It is unhealthy to have this brewing distrust and one-sided querying going on within our borders—unhealthy for them; unhealthy for us.

Yet a California Congressman stalks up and down the state demanding as a basis for reelection to Congress the revocation of citizenship and deportation from the land of their birth for all American-born Japanese!

All this points to the importance of educating these evacuees to an understanding of world-wide social conditions. They can be taught in camp that they as well as the rest of us have a job to do when the war is over. There must be fewer inequalities for everyone. The poor white whose family of eight now

lives on a starvation income, whether he lives in the United States, in Germany, in Great Britain, or Italy, must be assured the benefits society as a whole has achieved. We are fighting today for justice and democracy for all—for all classes of society in the world—not for justice to one race at the expense of another. Have the evacuees in their preoccupation with their own immediate problems lost sight of the larger problem confronting the world today—their problem as well as ours? It is not strange if they have. But they must be shown that the solution of this larger problem is something in the world for them to live for. It is a tremendous job for education—but it must be done.

This article deserves the thoughtful reading of every junior college instructor. It could well be made the subject of class discussion in classes in social problems, or government, or current events. We shall be glad to print comments upon it from any part of the country and especially from the Pacific Coast, where the condition of course is most acute. The underlying problem, however, is not local; it is national.

WALTER CROSBY EELLS

ADDS JUNIOR COLLEGE WORK

Harbison Agricultural and Industrial Institute, Irmo, South Carolina, has been reorganized to embrace the normal period assigned to a four-year junior college, with a junior high school. Harbison Institute was closed for the past year because of a disastrous fire. Three new buildings have been erected; the older ones have been thoroughly reconditioned and modernized. T. B. Jones, president of Mary Allen Junior College, Texas, has been elected acting president of the reorganized institution. He will continue his work at Mary Allen, dividing his time between the two institutions.

Nisei Evacuees—Their Challenge to Education

O. D. RICHARDSON

ON THE MORNING of December 8 some 20,000 Americans of Japanese ancestry went to school, and college, but not as usual. Some children in all grades were kept at home for fear of infuriated mobs. But most of the children went to school. Some parents declared the evil news a lie. "The Japanese are an honorable people," said they. But most of them sent their children because they had always gone, because the school was the center of their America, because the young people did not want to be alone.

Once at the school they showed all the symptoms of profound shock. They sat in empty classrooms with tears streaming down their faces. They hesitated to approach their friends. They showed that they were children caught in a painful dilemma. If they behaved in a friendly way it might be attributed to fear, and the fear be interpreted as a confession of guilty complicity. If they remained by themselves, people would consider their acts sure evidence of plots and secret plans. Their faces (not so inscrutable) wore expressions of shame, despair, and agonizing desire to be understood.

Within a few days they became accustomed to the idea that the schools

were going forward as usual. Most of their classmates treated them as they always had; some were more than usually kind. "The kids are certainly nice to me," said one boy. "I never knew I had so many friends. If it was only the same everywhere as it is here in college."

That remark, indicative and all, sums up, I believe, what the schools have done and what they can do. Year by year these young people of American birth have entered the California schools (and those of other states). They have lost the habits and customs of their parents and taken on ours. In the schoolroom they were accepted as Americans and treated as such. The young people who had come up through the years with them entertained no prejudice against them. On the contrary, the American-born Japanese were, for the most part, liked and respected, and they returned that affection. Those who had not known them, often felt differently. "I don't know what to do about my father," said one Caucasian girl. "He hates all the Japanese, even Mary (a member of her church club). I keep telling him he doesn't know them, and he says he doesn't want to."

The schools had shown their vitality and the vitality of democratic ways. In a single generation they had set in motion forces which promised to modify the very profound cultural differences between the Japanese (and Chinese) and their fellow citizens. The difficulties of this cultural assimilation were very great; but I am convinced that the majority of teachers who have known the Japanese and Chinese Americans intimately were delighted with the prog-

OTIS DUNBAR RICHARDSON, literally speaking, has covered a good bit of territory in his teachings, having taught at the Tonbridge School in England, at the University of Alaska, and in the United States at the University of Idaho, at Reed College in Oregon, and since 1929 at Los Angeles City College in California. Besides being chairman of the department of English at Los Angeles, he is sponsor of the Student Nisei Club at the college. He holds both a B.A. and M.A. from the University of Washington.

ress which was definitely being made.

This orderly process was violently interrupted by the war. To avoid the danger of sabotage on the one hand and riot on the other, it was decided to remove all persons of Japanese ancestry, both citizens and their parents (to whom citizenship and naturalization had been denied for all time, by law), to camps and settlement areas. This exodus had been practically completed by the end of May of this year. The movement was necessarily hasty. It was most important, to restore public confidence, that the resettlement take place at once. Shelter and food and medical care must be found immediately. Schools, churches, and social services could wait, or be improvised.

Yet the large number of school children included in the evacuation (estimated at 8,500 from the Los Angeles area alone) could not be allowed to run idly about. Plans were made, therefore, for some kind of schooling just as soon as barracks could be spared from the pressing need for housing space. The first classes were organized for children too young to do useful work, but not too young for mischief. Then followed attempts to organize some instruction for students of junior and senior high school ages. As yet, no definite plans have been made for junior college students, although something like an extension service has been suggested and may be worked out. No less than 268 students were taken from Los Angeles City College alone, and many hundreds from other California junior colleges.

Thinking that the development of these classes might be of some general interest, Dr. Eells asked me, early in June, to make some report as to what was taking place. I wrote, accordingly, to former students of Los Angeles City College, now located at the Reception

Centers of Manzanar, Santa Anita, Pomona, Turlock, and Tule Lake, in California; and Poston in Arizona. I asked for details as to the classes and instruction, and specifically these questions:

1. What is being offered the children (3-12) in the way of classes, hand-training, recreation?
2. What rooms are given these children for education purposes? Are these adequate?
3. What absolutely essential equipment do you not have?
4. Will you please answer the same questions for the high school group.
5. What work is being offered on the junior college level? What is the demand?
6. What social education is being undertaken, looking forward to the better incorporation of the Japanese in American life after the war?
7. Is there a demand for classes in English among the Issei (persons born in Japan)?
8. How are the classes succeeding? Are the children willing to study under the conditions at the Center. Is discipline good? Attendance good?

Thoughtful and careful replies to these questions have now been returned to me, and I shall attempt to summarize them in a moment. But to see these answers in any kind of true perspective you must first see the spots from which they come. Several are race-tracks or county fair-grounds. Several were chosen because nobody was living at that spot, and too often the reason seems to have been that nobody wanted to live there if he could help it. Picture a large area of barren earth, without shade-trees or grass. Place upon this area, in rows, a large number of oblong boxes, 100 feet long and 40 feet wide, built of the cheapest obtainable materials, without insulation of floor or side-wall, and without ceilings or inner walls. Winter has not come. As yet these buildings are warm—very warm. Those used as dwellings are partitioned into four rooms. Each room must accommodate from eight to ten persons. Since all

families are not of this size, there is much unavoidable mixing of strangers, married or unmarried, and of varied ages and either sex. And you must think of the inhabitants as persons who have been forcibly uprooted from their civil occupations. Their responsibilities have ceased; their hopes have been postponed indefinitely. Their memories of life in this country have been cut sharply off. What they see, this girl has described:

"I hear around me a symphony of new life with the rolling drum of a jeep as overture. I see a month-old baby and a shiny new bucket. Hard, taut brooms placed in every room tell us to begin putting the sins of our past behind us. Sad strains arose at the hoof-marks on the walls, and the mixture of what seems to be tar, adobe and straw on the floor. But we covered the walls with calendars and needlework pieces of snowy scenes, so we do not seem to observe quite so much the streaks of—the former occupants.

"I see in memory the clusters of people on the street-corners in San Pedro when we departed. We were watched by workers and customers in stores. Families came out on their front porches, and many waved. Our eyes glistened as we waved back. Three little tots clapped their hands, jumping up and down as each car passed under its mountain of bags and trunks.

"Diminuendo—"I hope you get back soon—I'll miss those delicious strawberries." A hotel manager in Torrance, 'Good luck, and come back soon.' A stranger, 'Good bye!'

"Crescendo—A baby's undulating wail. The ding-dong of haphazard shelves in the making. Drama—conversation can be heard from three rooms because the ceiling and walls don't meet. 'But you can't have fun with only your soul and no body!'"

Here now are the answers. Bear in mind that they refer to the Centers as of July, 1942. I shall not attempt to be statistical, since no two centers are exactly alike; but the broad view is consistent and accurate.

1. Question: What is being offered the children (3-12) in the way of classes, hand-training, recreation?

Answers: "The smaller children are being offered reading, writing, spelling, drawing, and arithmetic." "One of the

teachers said they don't really teach, but tutor." "Classes are held for Nursery School students (aged 3-6) from 8:30-11:00 a.m. They sing, play, draw, and drink milk." "At present six nursery school or children's centers are open; the average daily attendance is 50. Free play is allowed in the afternoon (ping-pong, shuffleboard, checkers, etc.). There are six art centers open. Here one may learn to paint, draw, knit, crochet, and carve wood. He must, however, bring his own materials and tools. An art exhibit is now being held, and I was surprised to see so many clever articles made from scraps (dead branches etc.). There are 62 baseball teams and four bats."

2. Question: What rooms are given these children for educational purposes? Are they adequate?

Answers: "The class I visited was under the grandstand. There were three long tables with benches on both sides. It did not look like a school room." "Rooms: Under the grandstand, Education building, warehouse number 13, and Jack and Jill, Sunny Side, and Happy Home play houses. (Interesting choice of names, in this strictly non-Anglo-Saxon community) They are not too big, but are sufficient." "The buildings given to children for education (nursery, crafts, library, social activities) are the same as an ordinary barrack without partitions. It is too hot inside, and the lighting is terrific. Schools will be built by September (so they tell us)."

3. Question: What absolutely essential equipment for these children do you not have?

Answers: (succinctly) "Blackboards and schoolbooks." "More stress is put on recreation than on education. Everything is review work because the teachers are not trained and there are no books. The children take the subjects for which

they can find books. The boy who lives with us brought his spelling, reading, history, arithmetic, and geography books, but most of the children were not so foresighted." "I don't know what those children not enrolled in any special class do with their time. I wish we had compulsory education now. The Board of Education (Los Angeles City) finally decided to lend us some books with the understanding that they be returned by June 25, 1942." (This last is comprehensive.) "What do we need? Everything. Paper, ink, paint, brushes, crayons, pencils, pens, blackboards, chalk, reading books, arithmetic books, copy books, music books, maps, wastebaskets, shelves—. We are asked not to write and solicit these articles."

4. Question: Will you please answer the same question for the high school group.

Answer: "With few exceptions no high school courses are being offered."

5. Question: What work is being offered on the junior college level? What is the demand?

Answer: "No work is offered on the junior college level. We all signed up."

6. Question: What social education is being undertaken looking forward to the better incorporation of the Japanese in American life after the war?

Answers: (quotation from the "Pace-maker," camp newspaper from Santa Anita, June 2, 1942) "Courses in 'Democracy Training' to help both the Issei and Nisei to understand the principles of democracy will begin tomorrow, the Recreation department announced today. The course will be given daily, except Saturday and Sunday, both in English and Japanese at 9 a.m." (From a letter, dated from Santa Anita, June 22) "English classes for the Issei have been in session for about four weeks and

are quite popular. An Americanization class was started, but I do not hear about it any more." (From another Center) "Nothing is being done for education toward the better inclusion of the 'Japs' in American life after the war. I wonder if the high officials ever think of this."

7. Question: How are the classes succeeding?

Answers: "Attendance is not compulsory, but I think the parents are making most of the children go to school. Discipline is good." "Children seem anxious to keep up their school work. Attendance and discipline are good." "The nursery classes are succeeding quite well—discipline and attendance are good. The same is true of the adult English classes. In our tutoring classes no favorable response has been made—or rather, the first response was quite favorable, but no further interest has been shown." (This refers to a plan whereby college students would tutor individuals or groups in such subjects as the instructor knew best).

8. Question: Is there a demand for English classes among the Issei?

Answers: "There are about 120 enrolled. About 150 more are lined up, but we do not have enough facilities." "There are three English classes for Issei. I hear that there are not enough rooms." "The adult English classes use the libraries for classrooms. They have neither blackboards nor texts, but are progressing admirably. Mimeographed lessons are given out. The advanced classes are learning American History now. (All teachers American Japanese.) About 300 students are enrolled."

Letters pass freely to and from the Centers, although one recently received was marked "Censored" but nothing had been erased. Books and current magazines and newspapers may be sent

to the Centers. It is hard to see, however, how much education could proceed under rules like those below:

ADMINISTRATIVE NOTICE NO. 13

Procedure governing meetings held within
.....Assembly Center.

Effective at once, all meetings within the
.....Assembly Center may be held only in strict compliance with the following rules and regulations.

Meeting Defined

For the purpose of the bulletin, the term "meeting" is to denote an assemblage of residents for any length of time, for any purpose, held at any place within the Center.

Rules Governing Meetings

No meeting shall be sponsored or held by residents of this center, having for its subject a discussion of:

1. International affairs,
2. National, State, County or City politics,
3. The present war with Japan.

All Other Meetings

It shall be the duty of the Chairman, the Sponsor, the Promoter, or any resident attending the meeting to comply with the following rules:

1. No language other than English, written or spoken, shall be used.
2. A request in writing to hold a meeting with an agenda complete in every detail, must be submitted to the Personnel Relations Officer, to be routed to the Center Manager for final approval or disapproval.
3. One or more Caucasian American citizens representing the Management must be present at all meetings to act as an observer.
4. A complete stenographic translation of the proceedings must be made, including the names of all speakers, and submitted to the Personnel Relations Officer within twenty-four hours after the adjournment of the meeting.

A group of our college students, all American citizens, who were meeting to discuss the news, and recent books such as they would have read in the classroom, disbanded at once on receipt of this order. It is fair to say that in only one of the Centers, to my knowledge, has such an order been promulgated.

This gives us a composite of the first attempts at education in the Evacuation Centers. By September, a well-considered plan for elementary, junior and senior high schools will be put into

effect under the direction of Mrs. Lucy Wilcox Adams, Chief of Education and Recreation for the War Relocation Authority. The teachers will be properly certificated and trained, and will be, for the most part Caucasians. But their problems will be vastly different from those which the same teachers would meet in similar schools throughout the nation. As one boy put it, "You can't just *educate*; you've got to educate *for* something." And the question is, what is the future of the American citizen of Japanese ancestry? That is what he wants to know. He has a good deal of time to think, now; to think about what he has been told in school, and what, in practical fact, has happened to him. To illustrate what is going on in the student's mind, I will quote two passages from two letters both written by the same girl.

April 5, 1942

"This is no time to regret the fact that up to now the Nisei (American citizens of Japanese ancestry) have not had the foresight to see the necessity of being more consciously assimilated into the American scene, but chose instead to enjoy a clannish life among their own people. How different the picture today might be if they had acted otherwise! But now that evacuation has come to pass, those who are capable and whose intelligence befits them to lead the Nisei to a full participation in American life must come forth, for here is their big chance to swing the group in the right direction. If the evident humanitarian spirit in which all this is being done can strike home to these people (the American-Japanese) the true meaning and practice of democracy, then this mass evacuation will have been a great thing. I know I am looking at this too personally, for after all there is a far greater and more all-embracing fight than our little struggle going on in the world; and the United States is playing a very difficult and important role in which we should also find our part, for the thing at issue is a bigger thing than the local race-baiting enacted by a few."

May 23, 1942

"Every indication shows that we will be here for many years. In my sober moments I wonder what this is all about. Psycholog-

ically this mass evacuation is a tragic farce. The bitterness, resentment, and hopelessness of the majority of the American-Japanese is only too apparent. I can understand it, at times I can justify it, but I know it is leading nowhere. It is like crying in the wilderness to talk about our future in the United States. Many are resigned to the fact that our citizenship will be taken away from us, and that deportation to Japan is very likely to take place. In despair, some talk as though an Axis victory were our only hope. The Nisei have so little background for understanding what has happened to them; or for understanding the political and economic changes taking place and manifest in such ugly forms. I often wonder myself how one can reconcile the historical meaning of the world-wide conflict (which I am convinced will in the end bring about changes for the better for the oppressed—if only a little) with the role of the individual in it. Some have said to me, 'Well, I was 100% for the United States before the evacuation order was sprung on us.' Another says, 'What can you and I expect in a country where they tolerate slums like those of Chicago, or the Okies in California, or the poor whites in the South and the lynching of Negroes?' It is so hard not to take one's own misfortunes as a guide in trying to understand the war."

There is a question in the minds of the American-Japanese. Until that question is answered, much of any educational effort is likely to be mere busy-work. The question is, "Do the Americans mean it when they say all men are created equal; or is that just another salesman's come-on line? Japanese propaganda has been earnestly at work among them, as it has among the Chinese, Burmese, Thais and Hindus, to convince them that they are "suckers" to fall for so simple a ruse. "The white man," this propaganda says in effect, "thinks he is God Almighty; and no matter what he says when he is in a tight spot, he will never be fair to an oriental, or treat him as a man or an equal, except at the point of a gun."

My own feeling, in visiting my former students, is that a sort of apathy has settled over them. They eat, they sleep, they look well, but something like the "prison stupor" seems to have af-

fected their minds. After all, how much of the life of a man or woman is his plan for the future, the thing he is working toward, the responsibilities and risks he undertakes! When there is nothing to plan for, there is nothing to live for. This boy was taken out of college. Perhaps he can resume his course in three, four, five years. Who knows when? Another young man was managing a business. He likes hard work and responsibility. Now he has no responsibility. Still another was engaged to a classmate at the University. She was sent to one camp, he to another. It will be years, perhaps, before he sees her again. And the serpent whispers, "You will be deprived of your citizenship. This is not your country. Your teachers lied to you. The papers in Japan told the truth. No white man is willing to be fair to an oriental. No white man will accept him as a friend—unless he wants something. You are a man without a country. When you see her again, what have you to offer her?"

It is probably too much to expect that Nisei children of high school age should understand the dilemma of the American-Japanese. That requires greater experience and more years. And that suggests a tremendously important function which might well be undertaken by the junior colleges. We must not, I believe, think merely in terms of the cultural assimilation of a hundred thousand American citizens of Japanese ancestry, though many persons, perhaps quite rightly, consider this a test of our democratic principles. We must think also of what the loyal support of these people can mean in winning the wholehearted adherence of oriental races elsewhere, perhaps even within Japan itself. The Nisei are just reaching the

voting age in large numbers. Their average age today is 21 years. The influence of steady, thoughtful, well-educated young people at this time can be of tremendous consequence. Valuable as the high school work will be, something should be added to it. There should be a routine which will bring together the more mature young people, and give them a sense of the fundamental and far-reaching part which they may take in the resurgence of democracy. They should carry on professional studies so far as that is possible, but above all they should read! read!! read!!! They must know what is going on, but more, they must know what it means. Through contact with sympathetic but well-balanced teachers they should understand the forces at issue in the world struggle, and their own inevitable destiny in the struggle for democracy. And if this is too much to expect of high school classes, the greater the opportunity for the junior colleges. The Nisei will find leaders, and they will, we hope, be those who believe in the ultimate fairness of the rest of us Americans because they know us best. In bringing such young persons together, encouraging them, and keeping the sparks of hope and knowledge alive in them, I believe the junior colleges could be doing a work of tremendous importance.

ANOAKIA JUNIOR COLLEGE

Anoakia Junior College, to be operated in connection with the Flintridge School for Girls, has been announced as the latest addition to the junior college family of Southern California. The Flintridge School was established in 1931. Mrs. Gladys A. Rankin and Mrs. Suzanne Niblo are the directors. The address is Arcadia, California.

LATIN AMERICAN COURSE

The curricula of the Fairleigh Dickinson Junior College which opened this fall in Rutherford, New Jersey, include a Latin American Business Curriculum. In offering this curriculum the college states: "There is no need to stress the fact that there will be ever-increasing commercial collaboration between our country and our neighbors in the South. Undoubtedly, there will be needed many Americans, both men and women, to occupy many different types of positions in Latin America: secretaries, junior executives, sales representatives, bureau chiefs, traffic managers." The tentative plans are to arrange for the student to spend the last eight months of his course in one of the Latin American countries where he will attend courses and participate in part-time commercial activity. Arrangements are already being made to effect exchanges with Venezuelan students majoring in business. Prof. Eugene Delgado-Arias, Cultural Attache of the American Embassy at Caracas, will be in charge of Fairleigh Dickinson students who go to Venezuela. The suggested first-year curriculum includes Spanish or Portuguese, Latin America (history, culture, geography, commerce), business subjects, and the regular required general courses.

SHENANDOAH DEAN

J. Louis Adams has recently been elected dean and director of public relations of Shenandoah College, Virginia. During the past year, he has been head of the department of business administration and he will retain that position. For two years before going to Shenandoah, Dean Adams was director of the School of Business Administration and assistant to the president at Cumberland University.

Defense Activities at Woodrow Wilson

BEULAH BEROLZHEIMER

IN FEBRUARY 1942, Woodrow Wilson Junior College instituted a Defense Program for its 2,000 students that included not only the college community, but also the community in which the college is located. Two periods each week were kept free of all classes or other activities and devoted to civilian defense. One of these periods was used for general communal meetings in which all groups participated; and the second was used for more intensive instructional and group activities suggested by the Office of Civilian Defense. All students were expected to register formally for these classes; and placards were printed and distributed in the neighborhood inviting members of the

community to join us on the basis of no fees and no credit. Eighty-eight accepted the invitation.

At the hour set apart for communal activities, eleven assemblies were held, and four air raid drills. The assembly speakers in February were John F. Langdon, Representative in Charge of Youth Activities of the Sixth Corps Area, Office of Civilian Defense, and Arthur Canty, Field Coordinator of the Chicago Metropolitan Area, Office of Civilian Defense. As a result of these two talks, our students got a picture of the organization of Civilian Defense in the entire nation and an understanding of what they could do to help. In March, Lieutenant Harry Wolff of the Chicago Fire Department talked on Incendiary Bombs and showed a most instructive film produced by the OCD; and Dean John A. Bartky addressed the students on the need for skilled personnel in the nation and the armed forces and urged students to remain in college to obtain the necessary training. In April, the first assembly was a symposium presented by four of our own instructors who had been trained by the OCD. Edna M. Feltges talked on "The Organization and Administration of Civilian Defense in Chicago"; Clarence W. Peterson on "Protective and Utility Services in Civilian Defense"; Dorothy Weil on "Social Services and Civilian Defense"; and Thomas H. Clare on "The Maintenance of Morale in Civilian Defense." The second assembly in April came during Pan American Week, so our speaker was Joseph H. Spear, Executive Director of the Chicago

BEULAH BEROLZHEIMER has been associated with the junior college movement since 1925 when she was engaged as instructor in English at Crane Junior College, at that time the only junior college in Chicago. In 1934, three junior colleges were opened in Chicago (Crane being discontinued in 1933), and Miss Berolzheimer was made assistant to the dean of one of these—Woodrow Wilson Junior College. She is still connected with Woodrow Wilson as "Special Assistant to the Dean." In 1929, she was granted a sabbatical leave from her teaching duties at Crane to spend the year in Europe visiting places of interest in the field of literature and all kinds of schools, regular and special, traditional and experimental. She attended the World Conference of Educational Associations in Geneva as a delegate from the American Federation of Teachers and was a daily visitor at the Tenth Assembly of the League of Nations also meeting in Geneva at that time. A strong believer in organization for teachers, she has been a member of the American Federation of Teachers for many years—"long before it was fashionable!" As president of Local No. 3 in Chicago 15 years ago, she established herself as truly a pioneer in the teacher-union movement. She holds a B.A. degree from the University of Illinois and M.A. from the University of Chicago.

Branch of the Pan American Council. In May, the assembly subject was on "Rationing, Price Ceilings, and Rent Freezing." John Kinley of the Office of Price Administration told us *how* those things were done, and Renzo Bianchi, instructor in our Social Science Department, told us *why*.

Four assemblies were planned in the civilian defense classes and presented by our own students. Two of these were the work of the Music Department and featured not only special vocal and orchestral numbers, but also much community singing by the audience. One program was a physical fitness presentation, with illustrations by students of what all could do to increase their own physical efficiency; and the final program was an outgrowth of the CD classes in reading and forum discussion, and took the form of a panel discussion by seven students on "Reconstruction in the Post-War World."

Student comment on these activities may give some indication of their effectiveness. A few comments are listed below:

I want you to know how much I appreciate the programs we are getting in the assemblies. They show us what we can do to help in the war and to help our own families. I tell them everything I hear in the assembly, and I take notes on all of them. My friends like them too.

The Civilian Defense Activities have made students feel they are part of the war effort even though they have stayed in college.

The Civilian Defense Activities give students the feeling of doing something, and have dispelled the feeling of idleness.

Students feel the importance of the war in college when it gets a definite, all-school period.

The class program of Civilian Defense Activities was set up at the time of registration, with 49 different classes all planned to operate simultaneously. Our regular instructors volunteered to teach in the fields in which they were

trained, and students registered for the CD classes in the same way and at the same time as they did for their regular credit classes. When the smoke of registration cleared away, we had classes of sufficient size to go ahead in thirteen technical activities, seven business groups, six health programs, six recreational groups, and five service activities.

If numbers indicate interest, the Red Cross First Aid classes take precedence over every other single group. One hundred and ninety men and women were registered in these classes; and if to these are added the students in our credit classes in First Aid, about one-fourth of our total student body took the standard course in First Aid this spring semester. The second largest CD class was photography, with 120 registrants. Other runners-up in size were radio code with 106 students, the filing class with 100, the class to train office receptionists with 100, slide rule with 86, blue print reading with 79, chemical warfare with 65, and theory of flight with 64. Classes in typewriting and business machines had to be kept to 43 since that is the number of machines we have, so those groups were limited to students who wanted to pick up speed. Body conditioning for women was discontinued because we had no gymnasium available for it and so the women were transferred to the class training for leadership in recreational games; but the men's class in body conditioning kept 41 students busy and active. The class in internal combustion engines was planned for those women who might do ambulance driving, but when not a single woman registered for it, and 40 men did, the material presented was changed to meet their needs. The class in nutrition started slowly, but by the time registration was complete, 42 members were

present. One surprise was to find that few students wanted to do reading on American institutions or the causes of the war. As a result, we combined all the eight reading groups and the two discussion groups into one, and found we had an intelligent and inquiring group of 42 who toward the end of the semester presented an excellent assembly program. So, too, the CD classes in instrumental and community singing gathered in 47 and 48 students respectively who planned musical programs suitable for service centers and presented as well two inspiring assembly programs by way of practice. Other more technical classes, such as ballistics, map reading, statistics, consumer service, and fire control, ranged in size from 25 to 30 but did some effective and interesting work.

The popularity of these class activities is illustrated further by case after case of students who begged to be reinstated when for one reason or another they had been forced to be absent. Typical comments follow:

Said one girl who was in blue-print reading: "I just have to get back into the class; I'm learning so much!" And so she got back.

And another in nutrition: "Please let me back. I'm getting all the meals at home because my mother is sick, and I'm getting so many ideas in the class that my father says I'm going to be a good cook." So she got back too.

One of the boys who couldn't decide just what he wanted, finally went into the class on slide rule and later said: "This subject is the most practical and interesting I've ever taken."

The whole class in statistics descended on my office and compiled statistics from student files of previous semesters. One boy, completely surrounded by cards, looked up rapturously and said: "I never thought I could have so much fun with this."

Of the service activities, two were very successful and gave the students participating much gratification. The group selling defense stamps remained about 20 in number, but worked conscientiously

and accurately. They fitted up their own corner with posters and flags, manned it at regular hours every day, and averaged \$100 a week in sales throughout the semester. Since our faculty members bought their War Bonds directly through the Board of Education and since many of our students are employed part time and so purchased stamps at their places of employment, this sales record was really very good.

The Service Bureau, too, did a beautiful job. The group numbered 20 women who compiled and verified addresses of Wilson College alumni and former students who are serving in the armed forces of the nation. At this date, they have collected names and addresses of 123, although we are all certain that more Wilson men are in service. To the men on their lists, however, they have written letters, sent cookies and candy, and mailed out 900 copies of the *Wilson College Press*. They financed this ambitious program by holding a tag day early in the semester.

Letters from the boys in service came thick and fast. Here are a few received during the summer:

Fort Custer, Michigan

To the Students of Wilson College:

Many thanks for remembering me, as a former student, with your school paper and the box of candy. The candy was received while I was a patient at Station Hospital, and it seemed to have brought the cheer needed to aid my recovery. I enjoy reading the school news, and I want you to know that deeds like those you are doing help us carry on in the interest of our home and country.

Sincerely yours,
Tec. Sgt. F. V. M.

A three-page letter from Headquarters Squadron, Langley Field, Virginia, ended:

During these 16 months of active duty I have had some experiences and training that I would trade for nothing less than a diploma from Wilson, and although I have kept up with things at home through letter-writing, I

miss Wilson very much. And let me take this opportunity to thank you for sending me *The Wilson College Press* and if there is anything that I can do to help maintain the organization that makes this possible, please let me know. Receiving the box of candy from your organization was certainly a pleasant surprise, and I appreciated it very much.

Sincerely yours,
N. W. M.

Another graduate writing from Hickam Field, Hawaii, said:

I get the *Wilson Press* regularly and read it from first column to last. I never read it that way when I was in college.—C.B.

The Civilian Defense program at Wilson College was entirely experimental during this past semester, but all of us learned a good deal during its progress. The chief problem seems to be that of holding student interest when no question of credits or grades is concerned. Some classes dwindled considerably when pleasant spring days set in. Others maintained their enrollment and their enthusiasm. This difference is partially due to differences in faculty interest and leadership. The whole problem of how to make students and faculty members conscious that the nation is at war and that they should voluntarily take a part in offering their services and developing morale has not been completely solved in this one semester. In all, enrollments totaled more than 900 students on the last class meeting of the semester, but this was only about 65 per cent of our college enrollment at the time. Even though the final assembly program was the kind everybody said was wanted—one planned and produced by the students themselves—it was attended by only approximately five hundred students, enthusiastic though they were.

As a result of these factors, certain changes are planned for the fall semester. The chief criticism from the faculty has been that two hours a week of our limited time is too much to devote to

the civilian defense program, so in the fall only one hour will be so used. The CD classes that have been successful will be continued, and the others not offered at all. Thirty-three activities are offered for student registration in September, instead of the 49 offered in February. The assembly programs will be held simultaneously with the classes, and those students who have no special interest in training themselves for specific work will be expected to register for weekly assemblies. These will be under the direction of those faculty members who are not holding the special classes, and will be worked out with student aid. Those plans have yet to be developed, along with the other problems that remain to be solved.

HEAD OF SHELTON

Steven N. Watkins, superintendent of schools, Newman Grove, Nebraska, has been appointed president of Sheldon Junior College, Iowa, and superintendent of schools, to succeed W. C. Jackman, who has resigned to accept the superintendency of the elementary schools, Elmhurst, Illinois.

SPOKANE CLOSES

Spokane Junior College, Washington, closed its independent existence in June to merge with Whitworth College. The recent legislation in the state of Washington that provided state aid for most of the junior colleges in the state contained a provision that such aid should not be given in "any county where there is a recognized institution of higher education." Spokane Junior College was the only junior college in the state which could not qualify under this provision. The stress of war conditions made it impossible to continue on the present basis. G. H. Schlauch has been president since organization in 1933.

Defense Activities at Hardin

JACELYN REYNOLDS

ALTHOUGH the present war seemed far away to most of the 500 Hardin Junior College students when college opened last fall, defense activities had been in progress for some time; and since the opening of the 1941-42 session, a complete program of defense work has been inaugurated at the college.

Before the Pearl Harbor incident, which actually served to open the war chapter in Hardin's life, defense activities were centered in a small first aid class, the seventh series of the civilian pilot training courses, the training of mechanics, and the night school classes arranged primarily for Sheppard Field cadets. Hardin Junior College was one of the first colleges in the Southwest to offer defense training of any kind. It was in 1939 that the first civilian pilot training course was offered at the college. Almost 200 students have engaged in this program since its beginning three years ago. The teaching of machine tool operation, lathe operation, and drill tool operation began with the opening of the Hardin Mechanics Building in March, 1941. At the present time 45 boys are training for this type of work. A total of 338 boys have already completed the course. Statistics show that graduates of the course are now employed in defense industries—primarily airplane construction plants.

One week after the United States declared war upon the Axis powers, plans

were being formulated to engage students in war activities. The sale of war savings stamps and bonds opened the same week, December 15, in the college supply office; and on June 1, 1942, \$1050.25 worth of them had been sold.

The real coordination of defense plans came with the organization of the Hardin Junior College Advisory Defense Council early in January, 1942. The council composed of the college president, eleven faculty members, and two students had as its purpose the advising of collegians as to what part they could best take in helping the nation at war. Divisions of work within the council included: Red Cross activities, collection of defense information, sale of war savings stamps and bonds, advice to young men concerning enlistments in the armed forces, medical defense, civilian registration aid, conservation of needed materials including waste paper and scrap metal, building defense, and presentation of defense materials in the library. Immediate object of the council was to encourage war savings and to encourage the collection of waste paper and scrap metal. These two jobs designated in the council were held by the student council members who were responsible for the advancement of these immediate projects. By the close of the spring session, 400 pounds of waste paper and three tons of scrap metal had been collected and sold.

Red Cross work soon took the extra time of about 80 students and instructors when four beginners' first aid classes were started. Methods for applying traction splints, giving artificial respira-

JACELYN REYNOLDS was student-secretary of the Hardin Junior College Defense Council as a senior at the Texas junior college last year, and in that capacity writes for us here of the council's activities. She is continuing her education this year at the University of Texas.

tion, and bandaging wounds became common knowledge among the students. Seventeen students went on to complete an advanced first aid course. Another phase of Red Cross work took the attention of the home economics, hikers, and Phi Theta Kappa groups. The home economics lab was designated as a Red Cross construction center. These clubs and other interested students met there to make dresses, shirts, stuffed toys, splints, and bassinets which were turned over to the Red Cross upon completion. The construction room was opened at the college since the building is located so far from Red Cross headquarters. It provided a convenient place for students to do defense work during their off-periods without having to leave the college building.

Students from the speech and music departments aided in the defense work by giving programs built around defense and citizenship themes. After Red Cross work was well under way, students studied air raid precautions and participated in a practice air raid drill. There is a complete set of rules for defense of the college buildings. Material on defense activities and enlistment in the armed forces of our country is assembled in the Hardin library. Additional presentation of such information with special emphasis upon war savings, conservation, and enlistments was given weekly through the college newspaper.

Besides the part students have had in defense work, several faculty members hold important positions in the civilian defense program of Wichita Falls, Texas. These instructors have passed the information gained in city-wide defense work to their classes. In many classes discussion of war problems helped prepare the college and its students for the present emergency. Newest phase of defense work for several students came

with the close of the long session when they were asked to gather information for civilian defense columns running weekly in the city newspaper. A faculty member heads this publicity committee for the Wichita Falls Defense Council.

The greatest contribution of Hardin Junior College to the war effort comes from the boys who have joined the army, navy, marines, coast guard, merchant marine, and air corps. From the student enrollment of 1941-42 there are between 50 and 60 boys now in the service of Uncle Sam. These boys are answering the challenge of the dictator nations to our American way of life. Their answer will be in closing the war chapter in Hardin's history—a chapter to be marked successful as so many past chapters in Hardin's life have been.

LONG JUNIOR COLLEGE

A petition by the trustees of the estate of Henry C. Long of Indianapolis for the construction and maintenance of a junior college for women on the Butler University campus has been approved by Judge Smiley N. Chambers, of the Indianapolis probate court. The college will be known as the Long Junior College for Women by agreement between the trustees of Butler University and those of the Long estate.

MISS BENTLEY PARIS DEAN

Miss Imogene Bentley has been appointed dean of Paris Junior College, Texas, to succeed J. H. Newton who has retired. Miss Bentley joined the Paris Junior College faculty in 1934 as instructor in English. She herself is a graduate of that institution, later receiving a B. S. from the East Texas State Teachers College, and M. A. and Ph. D. from Peabody College, Tennessee. Mr. Newton has been at Paris Junior College since 1929.

The Junior College Dean

W. W. CARPENTER and J. R. JOHNSON

WAR requires a loyalty that is more than mere emotion.¹ Loyalty requires an understanding of duties.² Loyalty on the part of the administrative officer includes the responsibility of performing many routine duties essential in keeping the college effectively operating. Some of these duties seemingly grow directly out of the war effort. Analysis, however, reveals that many of these duties are not new ones, and that the war condition merely emphasizes their importance.

The majority of junior colleges have an administrative officer called a dean. The exact nature of his duties and the extent of his responsibilities vary in the different types and sizes of junior colleges. Some junior colleges have an official taking care of the duties usually performed by a dean but they prefer to give him another title.

W. W. CARPENTER, professor of education at the University of Missouri, needs no introduction to *Journal* readers, being a frequent contributor of papers dealing expertly with various phases of the junior college field.

J. R. JOHNSON flaunts a list of colorful experiences—service as a farm hand, a shoe factory worker, mechanic in a power plant, sergeant in the Regular Army during the first A.E.F., high school principal, superintendent of schools, and junior college dean. He entered the junior college field in 1926 when he went to McCook Junior College, Nebraska, to assist in the organization of this first public junior college in the state. He has served as dean of that institution for the past 16 years. The article he writes here with Dr. Carpenter, under whom he studied at the University of Missouri for his doctorate, was an "attempt to learn more about the job I was responsible for." Last summer he was consultant in the Junior College Conference-Laboratory at the University of Texas. He is president of the Nebraska Association of Junior Colleges.

A recent survey³ including 422 junior colleges indicated a total of 154 different administrative titles. The title of dean was used in 71 per cent of the colleges. Only two titles, "librarian" and "registrar" appeared more frequently. Public junior colleges are more likely to have a dean than are the private junior colleges. This may be due to the fact that 88 per cent of all private junior colleges have a president, whereas only 51.2 per cent of the public junior colleges have such an official. Large private junior colleges are more likely to have a dean than small private junior colleges. In the case of public junior colleges, however, the small institution more frequently has a dean than does the large one.

The junior college dean performs about the same important duties, whether he is in a public junior college or in a private one. However, there are more duties assigned to the public junior college dean than to the dean of a private institution. The number of duties assigned is more closely related to the size and type of organization than to the fact that the institution is public or private. The reason for this may be that the larger colleges have several administrative officers and can therefore divide the responsibilities among them. Since private junior colleges average a larger number of administrative officials per institution, it is not surprising that the range of dut-

¹Educational Policies Commission, *A War Policy for American Schools* (February 1942), p. 26.

²Adapted from *Education and the Morale of a Free People*, Educational Policies Commission (November 1941), p. 22.

³J. R. Johnson, *The Junior College Dean*, Dissertation, University of Missouri, 1940.

ies assigned the dean is less in this kind of college.

Most junior colleges expect their dean to be a very busy person. Usually he is expected to teach at least one class and sometimes several. He is expected to attend at least one professional meeting annually. In addition, a majority of the colleges expect the performance of at least 93 specific duties. Of this number 55 are in relation to the students, 31 in relation to the teaching staff, one in relation to the public, one in relation to school authorities, and five in relation to school publicity.

In his relationship with the students, the junior college dean is responsible for the performance of 55 definite duties that may be classified under the following divisions:

<i>Divisions</i>	<i>No. of Duties</i>
Guidance	12
Course of study	4
Discipline	4
Absences	3
Academic record	3
Commencement	3
Student conferences	3
Admittance	2
Awards	2
Credits	2
Diplomas and degrees	2
Information to parents	2
Registration	2
Student activities	2
Student aid	2
Administration of standardized tests	1
Assembly	1
Delinquency	1
Extracurricular activities	1
Positions and placement	1
Suspension and expulsion	1
Tardiness	1

It is noteworthy that guidance requires the performance of a larger number of duties than any other division. In most junior colleges, the dean must take a leading part in the matter of guidance. The importance of this function in the lives of students and in the life of the nation, was emphasized by Joseph W. Barker, Special Assistant to

the Assistant Secretary of the Navy, at the February meeting of the American Association of Junior Colleges in Baltimore.

In his relationship with the teaching staff, the junior college dean is expected to be responsible for the performance of 31 specific duties that may be classified under the following divisions:

<i>Divisions</i>	<i>No. of Duties</i>
Course of study	7
Classes	3
Faculty meetings	2
Presidential duties	2
Rules and regulations	2
Scholarship of students	2
Supervision	2
Accreditation	1
Activities	1
Committees	1
Conferences	1
Delegate	1
Educational policies	1
Examinations	1
Instruction	1
Publications	1
Tests	1
Textbooks	1

In this group we note that the course of study is the responsibility requiring the performance of the greatest number of duties.

The dean's relation to school authorities seems to be most frequently confined to furnishing information relative to college organization. In his relation to the public, the junior college dean is expected to appear on the programs of local civic organizations. Additional duties are expected in some institutions.

In the matter of school publicity, the dean has several important duties as follows:

- Distributing bulletins concerning courses offered by the college.
- Providing high school students with information regarding college entrance.
- Directing the preparation of the college catalog.
- Furnishing college publicity.
- Furnishing news stories to the press.

The duties mentioned above represent only those duties that are commonly expected of the dean in a majority of junior colleges. Individual colleges vary greatly in their requirements. In general it may be said, however, that most junior colleges have an official called the dean, whose responsibility is definitely recognized although there is considerable variation in the duties assigned.

War emphasizes the responsibility of the administrative officer usually called the dean. To him is delegated the grave responsibility of keeping the machinery of the college rolling and in good order and contributing to the total defense of America. Since Pearl Harbor, he has been kept informed of the deliberations and decisions of the Committee on Military Affairs, the Commission on Colleges and Civilian Defense, the Selective Service System, the Army, the Navy, the Marine Corps and other national groups, by the able Executive Secretary of the American Association of Junior Colleges. Loyally and unselfishly the dean has cooperated with these groups in the war effort. Loyally and unselfishly he has also continued to perform the unspectacular routine duties which are essential to effective operation.

ENGINEERING TECHNOLOGY

York Junior College, Pennsylvania, recently announced a two-year course in engineering technology to meet the demand for semiprofessional engineers in industry. The curriculum has been developed with the assistance of a committee of local engineers appointed by the Engineering Society of York. During the freshman year, all engineering students will be required to take a general basic course. Sophomore students may select either a course in mechanical engineering or in production engineering.

COUNSELING CONFUSION

A widespread confusion in regard to student admission practices in Virginia junior and senior colleges was reported by Miller Ritchie, Roanoke College director of admissions, in a recent thesis completed for the master's degree. The survey, involving detailed information from 20 of the Virginia institutions, is the first systematic study of this type ever attempted in the state and was submitted for the degree of master of arts at the College of William and Mary. Junior colleges included in the survey are Averett College, Fairfax Hall Junior College, Marion College, Sullins College, and Virginia Intermont College. Entitled, "A Study of Student Personnel Practices in Virginia Colleges," the study covers the purposes of Virginia colleges in their personnel program, the organization of the program, precollege guidance, admission of students, orientation of new students, the counseling program, group guidance, placement, health service, and religious guidance. The study demonstrated the urgent need for cooperative evaluation of admissions practices and that intelligent preparation for college by high school students is virtually impossible under the present state of confusion.

NURSING EDUCATION

At least 41 regionally accredited junior colleges are offering either the regular program or special courses in nursing or nursing education according to a report, *Nursing Education for National Service*, recently published by the American Council on Education. This report presents the findings of a special conference on nursing education which was held in New York in January. Attendance at the conference included four junior college representatives.

The Junior College and Reflective Courses

WILLIAM S. KRAEMER

REFLECTIVE courses have been falling into some disfavor lately, and the war with its stress on speeding up the educative process has made their position even more precarious. In a previous article,¹ it was suggested that courses in philosophy be incorporated into the junior college curriculum. It was observed that such courses are usually difficult for the average undergraduate. This, however, should not be sufficient reason for excluding philosophy courses, for the fact *per se* that a subject is difficult neither proves nor disproves anything about the value of the subject. There are those who believe that education should be a sweet and smoothly receptive process; i.e., every effort should be made to make the content of our curriculum interesting and exciting so that it may be attended to more readily. Make the food more palatable and it will be eagerly sought and quickly digested. This viewpoint appears to involve the supposition that the student is an acquiescent pawn in the learning process. The student is not viewed as a dynamic part of the educative situation. According to this theory, his function is merely to be manipulated by the stimuli about him. He acquiesces to the stimuli which he

observes, but he is not an active being.

The proponents of this educational theory may contend that acquiescence is not solely a passive affair. It may be affirmed that acquiescence also involves the *adoption* of something outside one's self, and that in this sense it may be interpreted as a form of activity. This may be true; nevertheless, the affirmation of this point of view restricts the interpretation of the concept of activity to a narrow and limited domain. It implies that activity consists merely of accepting and reacting to specific stimuli. To conceive of activity as only a synonym for acceptance is to overlook the fundamental difference between activity and acquiescence. It would hardly be maintained, for example, that the activity involved in reacting to an electric shock is similar in quality with the active quest for the solution of a mathematical problem. Even though an aspect of activity is present in the first illustration, it would be more adequately interpreted as a case of acquiescence. The electric shock undoubtedly causes active movement, but this type of movement is internally related with the external cause; the response is entirely mechanical. In the case of the solution of a mathematical problem there is a subjective activity present; we actively correlate bits of information and some we accept, some we discard and some we reorganize so that they may be integrated with the problem to be solved. Here there is genuine activity, for the individual is intently bent on achieving the solution.

WILLIAM S. KRAEMER has been at Essex Junior College, New Jersey, since 1935, first as instructor, later as dean of students, and now as dean of the college. He has a B.A. from Upsala College, M.A. and Ph.D. from New York University. He has also done graduate work at Columbia University and has taught at the University of Nebraska. Dr. Kraemer's name is not new to *Journal* readers, for he has contributed before to its pages. He is also author of several articles in the *Journal of General Psychology*.

¹*Junior College Journal* (December 1939), 10: 209-10.

This cannot be attained by reacting mechanically to stimuli, but requires an active participation in reflective thinking. In brief, it may be asserted with reasonable certainty that the difference between activity and acquiescence resides in the active participation of the subject, for he does not merely register his reactions to external stimuli in the case of activity.

If we associate the concept of acquiescence with the category of courses which are based on the presentation of facts, and if we connect the concept of activity with courses requiring a preponderance of reflection, we notice a few interesting points. First, there is no paucity of factualistic courses in the junior college curriculum. The junior colleges have followed the educational trends of the twentieth century with an increasing emphasis of courses founded on facts. Perhaps this is good. It is assuredly true that the advances accomplished in the fields of science and industry have been due in a large measure to factualistic methods. It is also true that this pragmatic tendency, which is so evident today, has had considerable influence on our schools generally. And it is certainly true that many of our college trained youth have been steeped in the fact-gathering receptive method—a method which either fails to consider or minimizes the essential attributes of reflection, so necessary for a well-trained mind. Secondly, we observe that fact-courses tend to indoctrinate the student with the opinion that nonfactualistic data is valueless; he becomes calloused to the cold brutal reality of empirical fact and either completely overlooks, disdains to notice or discountenances the validity of types of being other than factual. This is unfortunate for two

reasons. In the first place a great deal of life consists of nonfactualistic content, e.g., the realms of music and art. Furthermore, the proper comprehension, interpretation and organization of facts rest on something other than the facts themselves—on a valid method for ascertaining intrinsic connections, causal relations and facts that necessarily belong together. This can never be attained from the facts themselves, for it requires an activity on the part of the individual who is dealing with them. The facts are the tools and tools do not function of their own accord—they must be operated. Thirdly, an emphasis on factualistic courses without due regard for reflective courses seems to weaken the student's ability for critical analysis. His criterion for selection between two groups of contradictory data would necessarily be a factualistic criterion. But what do the facts prove? For example, factualistic grouping "A" may have ten facts which support the existence of "X", while factualistic grouping "B" may have eight facts which support the nonexistence of "X". Is class "A" therefore valid because it is quantitatively stronger than class "B"? Or is it perhaps possible that a single significant fact may be more veridical for purposes of proof than any number of quasi-significant facts? The problem *per se* does not concern us here, however. It is essential that we notice that the facts themselves cannot solve the problem. The appeal to a solution between disparate facts is an appeal to critical intelligence, to reflective thinking.

It is important, therefore, that junior college curricula should not be guilty of neglecting courses which train and stimulate the critical and reflective spirit. This does not mean that courses

based on facts should be jettisoned in favor of other types of courses. Nor does it mean that the curriculum will be invested with ethereal and unimportant courses. It does mean that an attempt ought to be made to develop critical intelligence in the freshman year of the junior college program. This may be accompanied by difficulties, for courses like logic and scientific methods are not easily palatable to students who have become accustomed to the devices for making subject matter alive and interesting. They respond more readily to a lecture on the private life of Henry VIII than they do to an explanation of the principle of noncontradiction. Nevertheless, they ought to be acquainted with the principle of noncontradiction as well as a great many concepts and ideas that are not immediately interesting, or which perhaps never elicit excitement. An illustrious seventeenth century thinker once wrote that "Things really excellent are as difficult as they are rare." And as compensation for repudiating the path of least resistance he promised that "the reward is great."

PENNSYLVANIA CHANGES

R. Wallace Brewster, administrative head at Schuylkill Undergraduate Center, Pennsylvania, has been granted leave of absence by the college to head one of the rationing divisions under the Office of Price Administration. Dr. Brewster assumed his new position in Washington last spring. T. Stewart Goas, former assistant administrative head at Altoona Undergraduate Center, has been transferred to the Schuylkill center to take over Dr. Brewster's former duties. Professor Goas has been with the Undergraduate Centers of the Pennsylvania State College for eight years.

VOCATIONAL JUNIOR COLLEGE

The Warren H. Wilson Vocational Junior College is being launched this fall on the campus of the Asheville Farm School, Swannanoa, North Carolina, by the Board of National Missions of the Presbyterian Church. The program of this new unit has been approved by the Department of Public Instruction of North Carolina. It is an outgrowth of the vocational program on the high school level which the Asheville Farm School has sponsored for many years. Enrollment will be open to graduates of both sexes from mountain public and private high schools. The student will select a vocational field of study as his major interest. These fields will include auto mechanics, general mechanics, electricity, printing, business and commercial studies, general agriculture, farm management, woodworking and carpentry. Curricula offered especially for young women are homemaking, practical nursing, and crafts. In addition to his vocational major, the student will take courses in English, mathematics, social studies, the physical and biological sciences, and religious education. The courses are set up primarily for high school graduates who do not intend to go on to the four-year college for professional study although provision will also be made for transfer in some instances. The student helps meet his college expenses by working half time during the regular academic year and by paying \$75 in cash.

KNISELEY RESIGNS

Harry B. Kniseley, dean of Sapulpa Junior College, Oklahoma, has resigned to accept a position in the departments of publicity and ground-school instruction at the Spartan School of Aeronautics, Tulsa, Oklahoma.

Teaching Humanities, A One-Man Job

HERBERT WALDO HINES

IN the six Chicago city junior colleges the outline study of Humanities is one of the required survey courses that has proved to be of particular value not only to terminal students but also to those who go on to further college work. As this survey course in the Humanities has developed in the three day-time junior colleges, it is nominally directed by one instructor whose work is supplemented by occasional outside lectures. In the three evening junior colleges, however, this survey course has of necessity become a one-man job, for financial limitations have precluded the possibility of securing the assistance of special lecturers.

Each of these instructors has the interesting and ambitious task, in three hours a week for an academic year, of epitomizing the history and development

of western civilization and cultures. He traces the rise and delineates the constitution of practically all of the latter from the Nile valley to the Mississippi valley. The material ranges chronologically from the very living characters of the Egyptian "Book of the Dead" to the dead hero of the living book of the present, "For Whom the Bell Tolls." In his course, each instructor endeavors to impart a sense of continuity and of the relationship of one culture to another. He leads the class to think of periods of history not as blocks or separate entities but as stages in an ever-flowing stream.

The Humanities survey course opens with a brief estimate of the civilizations that grew up in the Nile, and in the Tigris and Euphrates valleys and closes with the nascent culture of a machine age now struggling for expression in the United States of America. Along the way the appearance of the various types of literature is noted. The rise and progress of philosophy, art, and architecture are touched upon. The development of science and medicine from the Greek beginnings to the present is chronicled. All of these human developments and intellectual achievements are depicted in their proper social settings, and in their significance in relation to the global war now raging. Recently the writer heard an outstanding educator in a leading university comment caustically: "No one person can teach an outline course in Humanities." The writer is strongly of the opinion that the professor was not only wrong but also that the Humanities course cannot be taught successfully unless it is the work of one instructor.

HERBERT W. HINES for the past six years has directed Institutes of International Understanding sponsored by the Rotary International, coming to this responsibility after years of study and travel. He received the degrees of B.A. and M.A. from Harvard University, studied two years in the German universities of Berlin and Marburg, and received his doctor's degree from the University of Chicago. He has made 15 trips abroad, visiting some of the Latin American countries and practically all the European countries including such off-the-beaten-track places as Russia, the Black Sea area, Turkey, Asia Minor, Palestine, and Egypt. Long believing that youth could make a contribution to international peace and amity, he has taken abroad many groups of young people for conferences and travel, has been identified with youth movements, and in 1930-31, organized in Prague, Czecho-Slovakia, an international youth seminar which met for a week of study and conference and which was attended by 460 representative youth leaders from 18 countries. For the past four years he has been giving a survey course in the Humanities at Austin Evening Junior College, Chicago.

As a psychological necessity, the teaching of Humanities is a one-man job. We expect the students to learn everything that is taught in the course. It is poor psychology to expect them to achieve mastery by advertising to them that there is too much material in the course for any one instructor to know. Furthermore, it is the aim of the course that the students shall see it as a whole. They should complete the course in Humanities with the consciousness that it has been an historical movement and relationship, a continuity in the development of civilization. To impart a sense of development and of the relation of one part of the course to another is the continuing task of one instructor, skilled to sense relationships, and alert to point them out. The relation of one part of the course to another cannot be fully retained when different individuals present different parts of the course.

The utilization of a specialist for each period, though he be able admirably to present the spirit of that age, would have a tendency to break the course up into fragments. The same would be true if the course were presented by subjects. For example, we might have the philosopher present the history of philosophical development from Thales to John Dewey; the dramatic critic present a sketch of the drama from Aeschylus to Robert Sherwood, or we might have the sculptor or architect present the developments of their arts. There again we would not accomplish the purpose that is desirable in the survey of Humanities. There are two relationships that need to be established continuously: one is the relationship of a given leader or movement to the social environment; the other is the relationship of the great thinker of one age to the great thinker in the same field but in another age.

The tie-up of each outstanding leader with the problem of his age and with the forward-moving stream of humanity is something that can be done quite easily for the class by the one instructor.

When we study the objectives of the survey course in Humanities from the point of view of the students, we likewise see the advantage of having the class led in the continuity of its study and thinking by one instructor, not only because he comes to understand readily the needs of the specific students in regard to the course, but also because he unconsciously symbolizes to the class the unity and continuity of it.

In junior college classes there are a number of terminal students who will be getting two years of college as a preparation for a business career. They expect to get a general education which will prepare them later for casual reading for pleasure and culture. They need to have a fair measure of intelligence for this average reading. They need to have a speaking acquaintance with the masterpieces of human thought to which allusions are so often made by public speakers and writers. They need to be able to recognize the peaks of human creative achievement. In the class are also serious students who want to get their bearings for future reading, and for whom the course will build a scaffolding for future study. Every class has some students who are temperamentally studious and yet will never make a pretense at scholarship. For such, the course in Humanities can be an inspiration for a lifetime. There will be a few students in the course who will go on to the professional schools and possibly to lives of scholarship. The occasional individuals in the Humanities survey course that may go to medical school later or may become specialists in the field of mathematics will get

historical smatterings of things that they will pick up in detail later. For example, the student of mathematics will be interested in the importance of some of the results of Moslem culture in his field. Were he to get this information for the first time later in his history of mathematics he would think of it as just something in the history of mathematics. The very fact that he has had this information before in the Humanities survey course will help him to integrate his specialty in the stream of life and culture as such. This same thing is true of the future medical student. It may not be of much value to him from the point of view of medicine to learn in the Humanities course that *ibn-Sina* (*Avicenna*) wrote a notable treatise on medicine which was used as a textbook in medical schools for two or three centuries in Europe, but it will surely help him to feel that his profession does relate itself historically to the development of human thinking as a whole.

The temper of the present total war effort is bringing forcibly to the fore the importance of maintaining courses in the Humanities. The insistent emphasis on engineering and defense courses has been pushing Humanities out of the curricula. The need for such overspecialization, shortened courses, and acceleration of the educational processes is having the unfortunate result of telescoping courses designed to assist students to develop an intelligent philosophy for the understanding of world movements. Thoughtful observers are becoming alarmed at this tendency and are stressing the need of developing an intelligent public opinion, not only in regard to the present war plans and purposes, but also in relation to the type of peace that should follow the war. Historical perspective, such as that given in an outline course of the Humanities,

furnishes a scaffolding for our thinking in regard to the kind of post-war world we want.

There are many indications that the idea of requiring a survey or outline course in the Humanities will spread very widely in junior colleges within the next few years. It really is quite important in a country becoming more and more culture-conscious that its college students have a general idea of cultural development and have some general ideas of the contributions to human progress of such cultures as the Egyptian, the Babylonian, the Persian, the Greek, the Roman, the Sassanian, the Bagdad, the Cordova, the Florentine, the French, the Elizabethan, and the Germanic. The tendency that is springing up in some of our larger university centers to have the Humanities survey courses conducted by a group of professors from various fields will in the long run hardly prove successful. A multiplicity of instructors tends to befuddle the student. If it is true that men are not available to give the course as it should be given, then it may be necessary to train men for this special task. Perhaps some university must offer a Ph.D. in Humanities. The presentation of the historic development of human thinking may prove to be a life job, but it certainly is a job well worth doing, and a very rewarding one. The privilege of being able to build the mental scaffolding for college youth at the very beginning of their careers and to give breadth and scope to their education is a foundation job with a distinctive challenge. Not only can an outline course in the Humanities mean a great deal in the cultural development of the ordinary student, but properly administered, it can arm the prospective specialist against the dogmatism of his specialization.

You Can Use French, Too, In South America

LUCY M. GIDNEY

THOSE of us who look upon French as the cultural medium *par excellence* throughout the world are much concerned over the rapid decrease in the study of that language in our junior colleges since the outbreak of the war. Reports from 13 junior colleges for the year 1940-41 show that while 2,442 students were enrolled in French in September 1940, only 1,714 were counted the ensuing fall.¹ This does not mean a decrease of 29.8 per cent in one year, as the figures might seem to indicate, since the total college enrollment during the same year declined as high as 15 per cent in some of the institutions. However, Spanish enrollment in these same junior colleges increased from 2,919 to 2,947, or an increase of 0.96 per cent in spite of the decline in total college enrollment. It is the opinion of publishers that the decrease in the number of students electing French and the increase of those taking Spanish in junior

colleges parallels the 35.4 per cent drop in French enrollment and the 54.3 per cent gain in Spanish to be found in other institutions of higher learning for the years 1939-42.

This intensified interest in the study of Spanish can doubtless be attributed to the emphasis that has been placed on the Good Neighbor policy in recent years and the realization that Latin America is very important to the future of the United States not only commercially, but also politically and culturally. The rising interest in Spanish is a fine thing and it is to be hoped that it will continue to increase, but it is a pity that these gains should be made at the expense of the other European languages, particularly French. For it seems to me that at the present time French should be stressed not only for the cultural and practical reasons which have always made it a worth-while study, but also because it is second only to Spanish as a means of cultivating friendly relations with our neighbors to the south.

LUCY M. GIDNEY'S 18,000-mile South American air trip of which she writes here was but a hop, skip, and jump to this widely traveled young woman. She was in Stockholm when war broke out in Europe, returning on the last trip of the "Queen Mary." Unruffled by the closing of tourist gates in Europe, she spent the following summer in the war-conscious islands of the South Seas and Australia. Miss Gidney's taste for foreign lands was developed when she was still a student. After graduating from the University of California she spent a year abroad as an exchange student at the University of Lyons, France, followed by four years in Paris studying at the Sorbonne and doing research work at the Bibliotheque Nationale. For this latter work she was awarded the Doctorat ès Lettres by the University of Paris. She has also studied at Columbia University in New York and at the University of Mexico. At present she teaches French at Los Angeles City College.

Having within the year completed a journey by air through Central and South America, I returned to my junior college classes with my mind filled with memories of friendly contacts, fine acquaintanceships, and happy times, made possible through a usable knowledge of French. Upon imparting to my colleagues my rejuvenated interest in teaching that language, I was asked to share with others a few rather personal reminiscences in the hope that these experiences might prove to the hesitant student and doubting counselors that

¹Crofts Modern Language News, November, 1941.

French, too, can play its part in hemispheric solidarity.

To *parlez-vous* one's way through South America is not difficult, for it is common knowledge that the well-educated South Americans with whom one comes in contact speak French, having learned it in the secondary schools or in the universities. I found that both French and English were being taught at the University of Quito, at San Marcos University in Lima, at the University of Chile in Santiago, and at the University of Montevideo. In the University of Buenos Aires, only Greek and Latin are taught, but French is studied in the secondary schools. In fact, in Buenos Aires, French has been for years the language of the upper classes since they have looked to France for their spiritual and cultural guidance.

At the hotels in the large cities, menus are often written in French as well as in Spanish, and as the head waiter usually understands French, there is never at any time any danger of starving to death or of getting something mysterious and undesired.

But getting about with ease and a full stomach is not all that there is to traveling in a foreign land. It is such little incidents and personal contacts as I am about to describe that add so much to one's happiness and inner satisfaction.

It was about six o'clock one evening in Quito, Ecuador's fascinating capital, I was entering the lobby of the Hotel Metropolitano. "Here's a man who wants to talk with you. I told him that you spoke French," said a member of our party, introducing a merchant who kept a shop on the *Plaza de la Independencia*. I soon discovered that he was an Armenian, whose son had studied at the American University in Beirut, where a member of my family had taught. We had a common bond. He wanted me to

meet this son, so invited us to his home to have Turkish coffee. After leading us along strange, narrow streets, through which we elbowed our way past groups of poncho-clad Indians and city folk, he brought us to a quiet, secluded house in a beautiful garden. There we met the members of his family and enjoyed their hospitality until our dinner hour. A second son accompanied us back to the hotel, lest we become lost.

In a cosy apartment in Santiago, it was a delightful experience to have tea with Señorita Elvira Santa Cruz y Ossa, the charming and distinguished Chilean novelist, journalist and altruist whose pen name is Roxane, but who is called "*mamita*" by the grateful children for whom she provides outings in the mountains and at the beach. Having lived in France, she spoke French so well that she seemed to be as much at home in that language as in her own. Spanish and English were soon abandoned and the time passed all too quickly as she told me of her aims and ideals for the betterment of conditions for children and the laboring man. To be able to exchange ideas with such a wonderful woman, through the medium of the French language, was indeed a rich and satisfying experience.

On another wintry afternoon in Santiago, I went with a group of university students to the Palace of Justice. After being presented to all the judges of the Supreme Court and of the Court of Appeals, I was curious to know how justice functions in Chile. This curiosity was satisfied by Señor Del Real, President of the Court of Appeals, who explained in French the judiciary system and answered all my questions. He was so very generous and kind in interpreting the workings of Chilean jurisprudence, that once again I was thankful for my knowledge of French and of the French

court system which the Chilean system resembles in many respects.

Having hopped over the Andes, flying safely by the snow-covered heights of Mt. Aconcagua towering above the Uspallata Pass, and over the green and red checkerboard of the pampas, I found myself in Buenos Aires. In the very full days of sightseeing in that vast, ultra-modern metropolis, I was never in lack of information, for my Argentine guide could always understand my French when the Spanish words did not come readily to mind.

A rainy afternoon in Montevideo was brightened by a trip through the new Government Palace, constructed of beautiful colored marbles and granite from the quarries of Uruguay, and again my guide spoke French and told me so much more than the English-speaking guide seemed to be telling his charges.

And lastly in Brazil—in the hotels, in the shops, on the streets—it was never difficult to find someone who spoke French, or at least who understood it. Here French came to my aid when the new glasses made in Buenos Aires needed adjustment. At the optometrist's shop in Rio de Janiero there was no "man who speaks English," but there *was* a man who understood and spoke French, and he not only translated my requests into Portuguese for the young optician who was patiently trying to please me but also gave me a wealth of information about Argentina and Brazil.

It was growing dusk. I was taking a last stroll around the shaded streets of Ilha Paquetá—this tiny exotic paradise of artists, with its riot of color and only horse-drawn vehicles, which lies across the water from Rio de Janiero. I stopped by a small house almost hidden by Bougainvillea and Hibiscus, to talk over the garden gate with a Brazilian woman, who spoke to me in Portuguese.

French, English, Spanish, German—she understood each a little. We had a delightful chat about our respective countries before the signal blew for the last ferry boat. I was thankful for what I knew of each of these tongues, for after all, any language is good if it will unlock the treasures of the human heart.

SALARY STUDY

A special committee on faculty salaries has recently completed its study of conditions among the eight member institutions of the Central California Junior College Association. Analyses were made in terms of assessed valuation, tax income, type of institution, and other factors. Marked differences were found between the three institutions in the oil fields and the five in agricultural areas. Minimum salaries varied from \$1600 to \$2000, maximum salaries from \$2400 to \$3000. The average salary for the entire group for 1941-42 was \$2349. J. Wendell Howe, Taft Junior College, was chairman of the committee.

BETHUNE-COOKMAN DRIVE

Mrs. Eleanor Roosevelt has accepted honorary chairmanship of the \$1,200,000 campaign now being conducted by Bethune-Cookman College, Florida. The first of a series of small gatherings bringing together friends and potential friends of the college was held at the White House May 14. Other meetings will be held in cities across the country. Mrs. Roosevelt, a trustee of the college, is lending very generous support to the campaign. The General Education Board has granted the college \$5,000 for new books for the Harrison Rhodes Memorial Library which was dedicated March 1.

Marriage As Usual

GERALDINE KANE

MARRIAGE is still one of the most popular vocations open to young women. Realizing this, more and more colleges have been adding to their curricula courses dealing with marriage relations. Before the war, this was a desirable addition. During the war it is almost a moral obligation, for wartime plays havoc with the emotions of young people and it is the duty of the junior college to temper them with sanity. Stoneleigh College announced the introduction of a Marriage Relations course last year for the second semester.

There was an enthusiastic response when the course was offered. Registration for it included almost the entire senior class. This interest did not wane as might have been expected when the novelty of the idea wore off and exams reared their ugly heads as in every other subject. Such sustained interest might be attributed to the new technique adopted for the presentation of the course. It would perhaps prove interesting and helpful to other junior college educators to describe the way in which Stoneleigh has organized this course, the method of teaching employed, and the type of examination given.

GERALDINE KANE writes that biographical data about herself is scarce, since she has had only 23 years in which to accumulate it. "The only Yankee in an Irish family," she says, "I have always lived in New England. I graduated from Wheaton College in 1940 with a B.A. degree. By September, I will have spent one summer in the whirl of a statewide political campaign, almost two years as Director of Publicity at Stoneleigh College, and a few months at my new job in the Public Relations Office of the Newport Naval Training Station in Rhode Island. Interests? Writing, photography, and the theatre."

Responsibility for teaching it was allocated to five members of the faculty rather than to one. The material covered during the semester was supervised and closely coordinated by the instructor in sociology; however, his series of lectures on marriage was interspersed throughout the semester with lectures by other instructors on related topics vital to an understanding of and preparation for the marital state.

The course was divided into five major sections, the aspects of marriage discussed falling naturally into the following categories: sociological, psychological, biological, legal, and domestic. Each topic was taken up in logical relation to the one preceding it by the instructor deemed best qualified to handle it. In order to assure unity and coherent presentation of the subject, the supervising instructor included in his general treatment all the aspects which were to be covered by other instructors in more detail, thereby rendering their lectures sectional enlargements of the whole.

For his sociological phase of the subject, he began with the background for marriage and the practical reasons or necessity for such an institution in the social order. "Dating" and courtship then logically fitted into the picture, the instructor dwelling on what one should learn about one's prospective mate. Problems of cultural, religious, economic, and sexual compatibility were discussed at length, with serious consideration given to new problems imposed by the war.

Lectures by the instructor in psychology, on the psychological basis for court-

ship and marriage, including the factors to consider in the contemplation of divorce and remarriage, were designed to create in the students' minds a more objective attitude toward the types of adjustment marriage involves, and to dispel many premarital fears. The physical and biological components of a successful and happy marriage were taught by the instructor in biology. The head of the home economics department at Stoneleigh enlarged upon home management, feminine hygiene, and child care. The legal and economic aspects of marriage, i. e. property rights of husband and wife, property rights of children, inheritance, status, etc. and the legal aspects of divorce and remarriage were handled by the college instructor in law, who is a member of the New Hampshire Bar.

No text book was used—rather, several carefully selected references. Though quizzes were given from time to time by each instructor, the final examination counted very heavily. It was composed of five parts, each part contributed by one of the five instructors and bearing directly on his topic in the course, the time allotted to it proportionate to the number of lectures each was responsible for during the semester.

Some of the problems which the students were expected to treat intelligently were as follows:

Sociological—The population problem faced by their class today and how they would meet it. The sociological arguments in favor of and against birth control. An analysis of the forces which endanger cultural compatibility of married people today and how to meet them. Causes of divorce. The pros and cons of wartime marriages.

Psychological—A discussion of psychological factors entering into the consideration of marriage.

Legal—A thorough understanding of the following: (1) family; (2) intestate succession; (3) divorce: jurisdiction of persons and cases; and legal grounds for divorce;

(4) guardianship of minors; (5) the various property interests it is possible for an individual to "own."

Domestic—Problems of child care, and all questions of feminine hygiene.

Perhaps the most discursive aspect of the introduction of such a course into a curriculum is whether it can properly be classed as "education." Were it to decrease the divorce rate eventually by inculcating in our youth a more intelligent and analytic attitude toward marriage, it would constitute a worthwhile social reform. However, social reform and education are not synonymous; they are complementary. The justification for it therefore lies in the "preparation for life" school of thought. Junior college education strives to keep abreast of and cater to student objectives, needs, aptitudes, and tastes. Junior college education is terminal to a great extent. It would seem that marriage is as important an objective as any of the vocations for which our young women are preparing.

In the opinion of students who took the course and of the faculty who taught it, a Marriage Relations course is worthwhile and fully justified, and as a result the course is being given again this year. The method of teaching employed this past year also proved successful and is being repeated.

WEEKEND SEMINARS

The newly reorganized Briarcliff Junior College, New York, will conduct weekend seminars to which guest lecturers will be invited at regular intervals. These guest lecturers will spend a weekend on the campus and will join in the social life of students and faculty besides taking part in the seminars and informal group discussions on various subjects. It is planned to ask groups from the community and from other colleges to share in these weekend activities.

Wartime Activities

SUMMER SCHOOLS

Somewhat more than half of 285 junior colleges reporting by August first were conducting summer schools, but the enrollment in most of them was relatively small—less than 100 in each institution in almost three quarters of them. Only 42 reported enrollments in excess of 100, and only two in excess of 1,000. These two were Pasadena Junior College with 1,648 and Los Angeles City College with 1,049. Total enrollment reported in the 150 junior college summer schools was 17,521—7,571 men and 9,950 women. These facts are a summary of the returns from a special postcard query sent all junior colleges the first of July.

Average enrollments were less than 100 in five of the six regional areas, the only exception being the Western area coextensive with the state of California. Regional summaries are as follows:

Region	Jr. Colls.	Men	Women	Total	Av.
New England	16	440	683	1,123	70
Middle States	19	527	875	1,402	74
North Central	42	1,133	1,987	3,120	74
Southern	50	2,024	2,774	4,798	96
Northwest	7	190	138	328	47
Western	15	3,257	3,493	6,750	450
Totals	150	7,571	9,950	17,521	117

ENLISTED RESERVE PROGRAMS

The postcard query summarized above also asked for the number of men in junior college in the Enlisted Reserve or equivalent programs for Army, Navy, Marine Corps, and Civilian Pilot Training. Many institutions interpreted this question as referring to the summer session only, others said organization was

incomplete and therefore made no report. Reports summarized below, therefore, from 100 junior colleges are inadequate and incomplete.

Region	Jr. Colls.	Army	Navy	MC	CPT
New England	6	23	12	0	0
Middle States	13	8	19	1	105
North Central	29	130	178	8	253
Southern	32	187	121	16	339
Northwest	5	76	33	4	135
Western	15	111	117	7	312
Totals	100	535	480	36	1,144

ARMED AND SPECIAL SERVICE

The postcard query summarized above also asked for a statement of three other significant facts: (1) number of last year's students now in armed services, (2) number of last year's faculty now in armed services, and (3) number of last year's faculty now in government or industry. Many institutions found it impossible to give some or all of these facts. The summary below, therefore, from 237 junior colleges must also be taken as inadequate and incomplete.

Region	Jr. Colls.	Stud.	Fac.	Fac.
			A. S.	G. I.
New England	25	192	46	26
Middle States	31	278	44	39
North Central	83	1,064	122	100
Southern	63	1,106	95	76
Northwest	10	241	15	31
Western	25	800	99	70
Totals	237	3,681	421	342

R. O. T. C. UNITS

R. O. T. C. Units are found at 16 junior colleges according to an official list furnished the Association office by the War Department. Following are the institutions:

Valley Forge Military Academy, Pennsylvania

Georgia Military College, Georgia
 Gordon Military College, Georgia
 Riverside Military Academy, Georgia
 Pearl River Junior College, Mississippi
 Oak Ridge Military Institute, North Carolina
 Greenbrier Military School, West Virginia
 St. Joseph's Coll. and Military Acad., Kans.
 Kemper Military School, Missouri
 Wentworth Military Academy, Missouri
 John Tarleton Agricultural College, Texas
 Schreiner Institute, Texas
 New Mexico Military Institute, New Mexico
 Pasadena Junior College, California
 Riverside Junior College, California
 Porterville Junior College, California

PILOT TRAINING

At least 126 junior colleges in 32 states served as "Pilot Training Centers" under the auspices of the Civil Aeronautics Administration during the past summer according to an official list released by the CAA authorities. The largest number were found in California, 24—followed by Texas with 12. Number of junior colleges participating in the different states were as follows:

Arizona, 2; Arkansas, 5; California, 24; Colorado, 2; District of Columbia, 1; Florida, 2; Georgia, 3; Idaho, 3; Illinois, 4; Indiana, 1; Iowa, 6; Kansas, 6; Louisiana, 1; Maine, 1; Maryland, 1; Massachusetts, 1; Michigan, 8; Minnesota, 6; Mississippi, 3; Missouri, 4; Montana, 2; Nebraska, 1; New York, 2; North Carolina, 4; North Dakota, 2; Oklahoma, 4; Oregon, 1; Pennsylvania, 3; Tennessee, 1; Texas, 12; Utah, 5; Washington, 4; Wisconsin, 1.

GOVERNMENT TAKES OVER

The Florida quarters of Riverside Military Academy have been leased by the United States Navy to house and train cycles of from 700 to 1,000 gunnery specialists. Riverside will operate throughout the year at its permanent quarters in Gainesville, Georgia.

AT PALM BEACH

Palm Beach Junior College, Florida, has been conducting ESMDT engineer-

ing courses and several classes in typing and shorthand on a noncredit basis this summer. It has also started a full-time CPT program and is operating two units. There were 70 applications received for the 20 places available.

IMMEDIATE PLACEMENT

Specialized workers trained at the Southern Branch of the University of Idaho have been placed immediately upon completion of their training courses. In June, 12 newly trained machinists were placed with the Puget Sound Navy Yard, Washington, the Lockheed Aircraft Company, and the Morrison-Knudsen Company. Also during this month, 17 welders were placed with shipbuilding companies; 3 electrician helpers and 2 radio trainees received civil service appointments.

AIR RAID ORGANIZATION

Mount Vernon Seminary, Washington, D. C., has set up a complete air raid organization with all members of the staff assigned special duties and all students working directly under them. Students are responsible for various kinds of service such as first aid, entertainment, knitting, sewing, surgical dressings, shelter provision, and nutrition.

VICTORY ACTIVITIES

At Springfield Junior College, Illinois, faculty and students cooperated during the past academic year on victory programs. A Faculty Victory Committee, which in turn had its own student representative committees, handled all victory programs. From the start students agreed to curtail overhead expenses on all social activities. The Little Theatre members of the cast for their annual melodrama made or provided their own

costumes. At the regular meetings each member was taxed for admission a 25-cent defense stamp. The annual banquet was not held. One hundred dollars was donated toward relief in Poland and England and a \$50 bond purchased by the group. Students conducted a summer theatre for the U.S.O. The committee for the annual prom cut overhead expenses and invested proceeds in victory bonds. The escorts at the prom all wore defense stamp boutonniers. College instructors in cooperation with the Elks Lodge volunteered their services for refresher courses. Dean J. C. McCaffrey has offered the mayor of the city use of the college buildings for wartime victory activities or meetings.

IDAHO SEMINARS

The Southern Branch of the University of Idaho conducted two special "War Service Opportunities Seminars" last spring, one for women and one for men, scheduled on their regular Campus Day. Some 1,600 people attended the seminars. One faculty member was prepared to discuss and answer questions on each branch of service. The *War Service Opportunities*, prepared by the American Council on Education and sent out by them to all members of the American Association of Junior Colleges at the request of the Executive Secretary, were used as preparation for these seminars.

PENNSYLVANIA CENTERS

The undergraduate centers of Pennsylvania State College have engaged in a number of defense activities.

At the DuBois Undergraduate Center, a Defense Fair was held last spring which was open to the community as well as to students and faculty. Funds received were donated for defense pur-

poses in the college and community. All the students of the Altoona Undergraduate Center and staff have completed a first aid course conducted by the Red Cross, their group being the largest organized one in central Pennsylvania to complete such a program. At the Schuylkill Undergraduate Center four shifts of students have been recruited for the airplane spotter tower service conducted under the Office of Civilian Defense.

MAY FETE CANCELLED

The Annual May Fete at Centenary Junior College, New Jersey, was not given this year because of the war and the time devoted to defense activities at the college.

TILTON DEFENSE WORK

More than 100 students and 16 faculty members of Tilton Junior College, New Hampshire, manned an observation post 24 hours a day beginning January 8 and concluded their tour of duty at midnight May 17 when local officials took over. For 18 weeks the junior college covered the post although located some nine miles from the college. Transportation was provided by students and faculty at their own expense. They drove more than 10,100 miles on their tires and used approximately 667 gallons of gasoline.

AMERICAN COUNCIL GROUP

A group of 75 college presidents and executives of national educational organizations was invited to a special conference at Baltimore July 15 and 16 by the American Council on Education. The object of the conference was to consider methods by which higher education might cooperate more effectively with the government in the total war effort.

The statement developed by the committee on resolutions has already been mailed to all junior college presidents together with a letter from Dr. George F. Zook, president of the American Council. It was also published in the issue of *School and Society* for July 25. Junior college representatives at the meeting were Jesse P. Bogue, Green Mountain Junior College, Vermont; Byron S. Hollinshead, Scranton-Keystone Junior College, Pennsylvania; William H. Conley, Wright Junior College, Illinois; and Walter C. Eells, Executive Secretary, Washington, D. C.

WARTIME OCCUPATIONS

Wartime Occupations, prepared by Walter J. Greenleaf and issued as Miscellaneous Circular No. 2976 by the U. S. Office of Education, Washington, D. C., is an annotated list of 71 recent publications on military service and occupations related to the war effort. It will be sent free upon request.

TO TRAIN AVIATORS

Bergen Junior College, New Jersey, has received a contract from the government to train 120 aviators on a full-time basis during the current year.

WOMEN AND DEFENSE

Women as well as men are being accepted in all vocational and national defense training classes this fall at the Southern Branch of the University of Idaho. National defense classes, which now run all day and all night on a 24-hour schedule at the college, include four sections in machine shop, four in welding, two in radio and electricity, and one each in cooking, foundry, pattern-making, sheet metal and underordnance. In addition to these, there are longer

term one-year classes in cosmetology, secretarial training, auto mechanics, aviation mechanics, auto body and fender repair, carpentry and a two-year class in printing. All are supervised by the State Board of Vocational Education. Only those women who are free to accept a position in any national defense industry are accepted for this training.

WOMEN FLIERS

With the sponsorship of 11 of the nation's major airlines, the first college course to train women for positions in the commercial air industry is being inaugurated at Stephens College, Missouri, this fall. The innovation was conceived by Stephens officials and cooperating airlines in view of wartime conditions and the anticipated rapid expansion of the industry after the war. "Women are needed in the industry to replace airline employees who have been drafted into other positions, and into the armed forces," President James M. Wood said. The course will be one year in length and will instruct students in general aviation, commercial air transportation, and basic airline traffic procedure.

MARS HILL OPEN FORUM

A popular noncredit course was offered the students of Mars Hill College last spring under the title "Open Forum of Current Affairs." The course was planned and conducted by a professor of the history department, and met each Monday evening. Though history students formed the nucleus for the class, all students interested in current affairs who met the entrance requirement were admitted, that requirement being a written report on the week's reading of current articles from approved publications. An interesting feature of the Forum was the

Monday evening broadcast of Edwin C. Hill over CBS. The meeting was timed to begin with Mr. Hill's broadcast. Following Mr. Hill's reports and comments the group discussed the news of the day and expressed opinions on Mr. Hill's talk.

For 30 minutes following the discussion on the news, the Forum was devoted to a discussion of a general topic which had been announced the previous Monday by the Program Committee. Reading on the topic was guided by the suggestions of a Committee on Bibliography which were posted soon after the topic was announced. A different student acted as chairman and led the discussion each week, except in rare instances when a faculty member was invited to lead the discussion. A permanent secretary collected the reports and kept the record of proceedings. Committees on names, definitions, economic data, etc. supplied the group with appropriate information. A Quiz Committee worked up lively quiz programs and contests. A few of the general topics discussed during the spring semester were: "India and the War," "The Summer Front in Europe?" "Post-War Employment Problem," and "The Post-War Map of Europe."

GOES INTO SERVICE

Eugene B. Chaffee, president of Boise Junior College, Idaho, has been granted leave of absence for service as a lieutenant in the naval reserve.

ARLINGTON HALL CLOSED

Arlington Hall Junior College, Virginia, has been discontinued because the plant has been taken over by the government as a war emergency measure. Carrie Sutherlin, president of Arlington Hall for the past nine years, has been appointed president of Chevy Chase Junior

College, Washington, D. C., to succeed Kendric N. Marshall who has resigned.

IDAHO STUDENTS SERVE

Former students of the Southern Branch of the University of Idaho serving the country range from naval commander in the Pacific to prisoner of the Japanese at Shanghai.

TEACHER PILOT TRAINING

A civilian pilot training ground school for high school teachers was offered this summer at the Southern Branch of the University of Idaho. Those taking the course were instructors preparing to teach pre-flight aeronautics to high school students this fall.

WAR NEWS

Los Angeles City College, California, started a "Newsletter" last spring "to report to faculty members and interested friends of the college the essential changes in administrative procedures and curricular policies directed to adjustments for meeting today's obligations defined by our war."

WAR EMPHASIS

The curricula of the newly established Grant Union Junior College, North Sacramento, California, are especially interesting in their direct relation to the war effort. An extensive War Industry Training Program on the junior college level offers nine branches of training as follows: aircraft electrician; aircraft gyro, electrical and pressure instruments; aircraft welding; aircraft wood-working; aircraft sheet metal; aircraft engine mechanics; aircraft radio mechanics; aircraft mathematics; and aircraft physics and chemistry. The ob-

jective of the courses is to train individuals to perform sub-depot maintenance, installation, minor repair, and inspection of all types of equipment either in the army air corps, the signal corps, or in aircraft plants. Regular two-year curricula are offered in seven branches: military science and tactics, radio, aeronautics, secretarial, homemaking, social intelligence, and letter and science. The courses offered under military science and tactics include signal, communications, engineering, meteorology and photography. These courses are planned to prepare young men for ground officers in the U. S. Army Air Corps and are those prescribed by the War Department. They are carried on through cadet training work under the National Guard of the State of California.

MORE GIRLS, FEWER BOYS

Lees Junior College, Kentucky, reports that its summer enrollment was one-third larger this year than it was last year. Although the college is losing boys, it is enrolling more than enough girls to make up the difference. Of the 165 students enrolled for the summer session, 26 were boys, 139 girls.

PACKER AND THE WAR

Packer Collegiate Institute, New York, reports that the war has affected almost every aspect of its activities. A Defense Committee has organized relief activities and has been instrumental, in part, for new courses added such as first aid, current events, photography, statistics, American art, home nursing. This group has also modified the contents of old courses such as emphasizing war problems in physical science (sanitation, food purification), stressing the meaning and procedures of democracy

in social science, giving training for occupational therapy in the arts and crafts courses, and increasing the attention given to physical education. Other war activities at Packer include assisting students to find summer work on farms, presentation of motion pictures on war problems, posting war maps, and planning and carrying out thorough self-analysis by the students as to personal growth and personal contributions to the needs of the country.

MILITARY UNITS EXTENDED

Expansion of the Louisiana State University military department to include units in each of its junior colleges, Northeast at Monroe and John McNeese at Lake Charles, has become effective this fall. The units in the junior colleges will offer the two-year basic course in military training, for infantry only at first, and the men will wear regular army uniforms. Graduates of the two-year course at the junior colleges will have an opportunity to take the two-year advanced work on the main campus.

HELPS BOMB TOKYO

The newspaper of Riverside Junior College, California, reports that one of its '38 graduates, Lieutenant Travis Hoover, was one of the heroic participants in the flight of the American bombers over Tokyo on April 18. Lieutenant Hoover was among the first students enrolled in the Civilian Pilot Training course at the junior college and upon his graduation from the college in 1938 entered the army as an aviation cadet at Randolph Field, Texas. The Distinguished Service Cross has been awarded Hoover along with other members of the crews aboard the bombers which made the air attack upon the Japanese.

WAR FATALITY

Duncan Junior College, Oklahoma, organized in 1937, has been discontinued for the duration of the war.

ANOTHER WAR TOLL

Harrisburg Academy and Junior College, Pennsylvania, has discontinued its junior college division because of the drop-off of young men in this division. Frank C. Baldwin has resigned as headmaster of the academy to enter the Army Air Forces Intelligence School. He is being succeeded by Raymond D. Kennedy.

DEAN SALA IN AIR CORPS

J. Robert Sala, dean of faculty at Christian College, Missouri, has secured leave of absence from the college to serve as an instructor at the army air corps base at Randolph Field, Texas, for the duration of the war. He has been commissioned a first lieutenant. Dr. Sala has served on the faculty at Christian College for the past seven years. In addition to his duties as dean, he has been head of the history department, and teacher of American History. He was active in educational circles, and once served as president of the North Central Junior College Association, and as co-editor of *The Mental Health Observer*.

VICTORY PROGRAM

Los Angeles City College, California, offered a 10-week Victory Program beginning last spring designed for students interested in training for victory on one of three fronts: Victory in the Air, Victory on the Sea, Victory on Land. The program of "Training for Victory in the Air" included preparation for the army air corps, for civilian pilot

training, and for aviation cadet under the naval reserve Class V-5 program. The program entitled "Training for Victory on the Sea" involved preparation for the naval reserve under the V-1 program which provides training to prospective deck and engineering officers and apprentice seamen. The program of "Training for Victory on Land" comprised several branches: preparation for civil service, for service in defense industries, for public service (fire fighting, home administration, pre-nursing), for related occupations (airplane stewardess, dental assistants, legal secretaries, medical secretaries, photography, preprofessional training, radio, stenographers, tax accounting, and typists), preparation for morale building (art, contemporary life and letters and public affairs, English, foreign languages, general education, journalism, law, music, psychology, social science, speech, and vocabulary building), and preparation for physical fitness. Some of the subjects offered in this 10-week period were complete in themselves and carried full credit. Others carrying only half credit, since only half time was given to them, were offered the student with the option that he could complete the course for full-credit in a later session. This 10-week Victory Program is being continued this fall and will be conducted throughout the national emergency.

NEW COURSES AT CENTENARY

The 1942-43 catalogue of Centenary Junior College, New Jersey, shows the impact of war. New courses offered include mechanical drawing in the art department; a course on women and responsible citizenship in the social sciences; storytelling for children in wartime in the speech department; emphasis on commercial usage in languages.

Reports and Discussion

TERMINAL WORKSHOPS

The second summer workshops for junior college instructors on terminal education attracted nation-wide representation last summer. Twenty-nine states and the District of Columbia were represented in the three groups—at the University of California, at Harvard, and at the University of Chicago. Institutions represented amounted to 83. Of these 76 were junior colleges, three were four-year colleges, and five occupational high schools or state departments of education. Attendance at the three workshops is reported as definitely showing the influence of the war. The workshop on the west coast, although active and vital, had the smallest attendance of the three. The one on the east coast had the next smallest attendance, while the one "safe" in the mid-west had the largest attendance of all. Total attendance was 105 with 57 at Chicago, 30 at Harvard, and 18 at Los Angeles.

At Harvard seven groups worked in the fields of personnel procedures, administration, business education, home economics, and humanities. Coordination among the various groups was instrumented by weekly meetings at which members of all groups assembled for lectures by invited speakers. At the University of Chicago five groups considered problems of special interest to the respective members. There were 14 students in both the groups on personnel and administration; 13 in the group on general education; 12 working on problems of business education, and four on courses of study in home economics. At Los Angeles four partici-

pants studied problems in home economics and home administration, five dealt with problems of administration, and eight either planned new courses or revised existing courses of instruction in particular subject matter areas. The courses represented the fields of foreign language, speech and radio, interpretation of American democracy, and engineering.

Directors of the 1942 workshops were: Chicago, Leonard V. Koos; Harvard, Byron S. Hollinshead; Los Angeles, Rosco C. Ingalls.

CONFERENCE-LABORATORY

Approximately 40 executives and faculty members from Texas and nearby states participated in the first junior college conference-laboratory which was held at the University of Texas from June 4 to July 14. The group was under the direction of Professor Frederick Eby of the University assisted by Walter C. Eells, Executive Secretary of the American Association of Junior Colleges. Consultants and assistants included: Rose S. Brewer, San Angelo Junior College; Elmer C. Dodd, State Department of Education; H. E. Jenkins, Tyler Junior College; J. R. Johnson, McCook Junior College, Nebraska; Basil E. Masters, Kilgore Junior College; Wayland Moody, University of Texas; Ruby Simpson, Texas State College for Women; Ivor Spafford, University of Minnesota; W. P. Akin, Texarkana Junior College; Madge Davis, Hardin Junior College; R. O. Jonas, Hardin Junior College; W. F. Kraushaar, Texas Lutheran College; and A. L. Tatum, Dodd College, Louisiana.

NORTHWEST ASSOCIATION

Highlight of the fourth annual meeting of the Northwest Association of Junior Colleges, held in Spokane, Washington, last spring was the address of Ernest O. Melby, president of Montana State University. Dr. Melby's talk on the "Place of the Junior College in a State System of Public Education" gave a sympathetic and stimulating picture of the potentialities of the junior college as a unit of the American educational system.

Delegates and guests at the program meetings were much interested in Lewis R. Toll's discussion of "Post-War Problems of Junior Colleges." Professor Toll, of the faculty of Washington State College, presented the vocational and terminal functions of the junior college, as well as its opportunity in the field of adult education. He spoke of the recommendation of the Educational Policies Committee that the educational facilities of the CCC, NYA, and WPA be turned over to the educational system and then placed the question as to whether or not the junior college would be the educational unit best prepared to handle these facilities and this type of education. Professor Toll suggested various plans suitable to the promoting of the educational ideals of the junior college.

Of outstanding interest on the program was Lincoln J. Aikins' final report on the study that he has been making for the Association of "Library Practices in the Small Junior College." Dean Aikins' report represented returns from 83 junior colleges of between 50 and 250 enrollment, listed in the *Junior College Directory* as members of the American Association of Junior Colleges, eliminating only those colleges specializing in one department. Interesting information was presented as to average daily attendance, courses most frequently of-

fered, terminal education as affected by costs and by student election, employment of full-time and part-time librarians, amount budgeted annually for the support and upbuilding of the libraries, and average number of volumes contained in the junior college libraries of this group.

Dean Charles H. Lewis presented an extremely informative report of the meeting of the Northwest Association of Secondary and Higher Schools at Salt Lake City. Quoting from the talks made at this meeting by Prof. Frank W. Hart of the University of California, President John W. Harbeson of Pasadena Junior College, and President Franklin S. Harris of Brigham Young University, Dean Lewis gave to those present a genuine conception of the spirit of the Salt Lake City meeting, with its theme of "Education Faces an Emergency." He stated that emphasis was placed on teaching every boy and girl some definite technical skill which would be of assistance to the country in time of war, such teaching of a skill to be compulsory rather than voluntary and in addition to the student's chosen work or profession.

Dean George A. Odgers gave a comprehensive report on the new accrediting standards set up by the Accrediting Committee of the Northwest Association of Secondary and Higher Schools, of which he is a member. He discussed the demand for separate criteria in accrediting junior colleges and explained the working methods of the committee in arriving at the criteria as now set up.

Several timely problems were brought up during Dean Lewis D. Cannell's presentation of how the Northwest junior colleges have met the war emergency. Among the problems discussed were the offering of so-called "war" courses, of the falling population of colleges because of the war, and of summer speed-up

sessions. The problem embodied in the question, "Does 100 per cent war effort mean 0 per cent traditional effort?" was considered in the general discussion which followed Dean Cannell's talk.

New officers of the Association for 1942-43 were elected as follows: Gertrude Houk Fariss, St. Helen's Hall Junior College, Oregon, president; Hyrum Manwaring, Ricks College, Idaho, vice-president from Idaho; the Rev. James J. Donovan, Great Falls Junior College, Montana, vice-president from Montana; Elizabeth Prior, Yakima Valley Junior College, Washington, secretary; and H. A. Dixon, Weber College, Utah, treasurer.

GERTRUDE HOUK FARISS,
Secretary, 1941-42

CONNECTICUT MEETING

The regular spring meeting of the Connecticut Conference of Junior Colleges was held May 9 at the Junior College of Connecticut, Bridgeport. Principal speaker was Colonel John N. Andrews, U. S. Army, National Selective Service System. Colonel Andrews discussed junior college problems in relation to the war and recommended a program of action for colleges based on the following needs: (1) the encouragement of education at all age levels, (2) the maintenance of adequate academic standards, (3) the strengthening of college teaching staffs, (4) an emphasis on leadership training, (5) a broadening of college curriculums to include courses of special value to the war effort, (6) the training of workers for specific war jobs, (7) conservation of student health and morale, (8) college leadership in community cultural activities, and (9) consideration of the problems of post-war reconstruction.

Early afternoon meetings of small dis-

cussion groups were followed by a general session and business meeting. The discussion groups considered the question of accelerated programs and of teaching methods during the war emergency. The special groups consisted of an English and foreign languages group led by Miss Audrey Cowling of Larson Junior College; a science and mathematics group led by Louis A. Lachman of New London Junior College; a business and secretarial group led by Donald E. Deyo of Hillyer Junior College; a history and social studies group led by Miss Charlotte Burnham of Weylister Secretarial Junior College; and an administrative group led by Richard P. Saunders of New London Junior College.

Three of the current year's officers were reelected for the coming year. Two new executive committee members were added. The list of officers active during 1942-43 will be: president, Richard P. Saunders, New London Junior College; vice-president, Francis H. Horn, Junior College of Commerce; secretary-treasurer, Miss Julia M. Stockover, New Haven YMCA Junior College; executive committee members, Mrs. Marion W. S. Beach, Weylister Secretarial Junior College, and Tyrus Hillway, Hillyer Junior College.

Seventy-five delegates from 10 Connecticut junior colleges attended the conference. Dr. Alonzo G. Grace, Commissioner of Education for the State of Connecticut, also addressed the group.

TYRUS HILLWAY

Hillyer Junior College
Hartford, Connecticut

NEW JERSEY MEETING

Principal speakers at the annual meeting of the New Jersey Junior College Association, April 25, were President

Evald B. Lawson, Upsala College; President Robert J. Trevorror, Centenary Junior College; Dr. Fred L. Bedford of Jersey City State Teachers College, and Walter C. Eells, Executive Secretary, American Association of Junior Colleges. The meeting was held at Union Junior College, Roselle, under the presidency of Dr. Charles G. Cole, dean of Union.

After full discussion of the associate's degree, the association unanimously passed the following resolution:

Be It Resolved that the New Jersey Junior College Association respectfully petition the New Jersey Board of Education to authorize the issuance of the Associate of Arts recognition as a degree instead of a title by approved junior colleges within the State, upon completion by the student of the regulation requirements toward graduation.

KANSAS-MISSOURI MEETING

Junior college administrators and instructors, 111 in number from nine cities of southeast Kansas and Missouri, met April 11 at Kansas State Teachers College, Pittsburg, Kansas to discuss ways of developing better understanding between the junior colleges and the State College. Leonard V. Koos, of the University of Chicago was one of the main speakers and spoke on the trend to grant an A.B. degree at the end of two years' college work. Dean W. W. Bass of Chanute Junior College spoke on terminal education and the special war demands for new courses. President Rees Hughes, who originated the conference, said that there was much value in terminal courses for students who do not continue their education after graduation from junior college.

MINNESOTA CONFERENCE

Junior college instructors in Minnesota met for a two-day conference in June at the University of Minnesota to

discuss mutual problems, especially those pertaining to wartime adjustments. Guest speakers were Dr. John O. Christianson, superintendent of the Central School of Agriculture, University of Minnesota, and Lieutenant-Commander Penney, Commanding Officer of Wold Chamberlain Field, Minneapolis.

Problems to be considered at the conference were stated in the opening meeting by junior college representatives as follows: Morale and Leadership, Dean Emery A. Johnson of Bethel Junior College; Integration of a Physical Fitness and Health Program in the Entire Junior College Curriculum, Dean R. I. Meland of Austin Junior College; Community Leadership in the Crisis, Dean M. C. Knudson of Worthington Junior College; and Objectives of Terminal Curricula, Dean R. W. Goddard of Rochester Junior College. These problems were discussed later in detail in four section meetings. Miss Gertrude Huntley of Itasca Junior College was chairman of the group which considered the topic, Morale and Leadership. Dominic Krezowski of Austin Junior College led the group on Integration of a Physical Fitness and Health Program in the Entire Junior College Curriculum. J. Oliver Hall of Ely Junior College was chairman of the group on Community Leadership in the Crisis. A. D. Ludden of Duluth Junior College was in charge of the discussion group on Objectives of Terminal Education.

NEBRASKA ASSOCIATION

The Nebraska Junior College Association held its spring meeting April 11 at Fairbury Junior College, with 29 members present representing the five junior colleges. Allen P. Burkhardt, superintendent of Norfolk Public Schools and president of the newly organized Nor-

folk Junior College, was also present.

The morning session, in charge of J. R. Johnson, McCook Junior College, was devoted to an address by Dr. Galen Saylor, professor of education, University of Nebraska, on the topic, "What Should Be the Future of the Nebraska Junior Colleges?" Dr. Saylor said this year had been an outstanding year in the junior college field in this state with the establishment of Norfolk Junior College and the organization of the Nebraska Junior College Association and outlined a brilliant future for the junior colleges in Nebraska.

Following Dr. Saylor's address, the following representatives reported on the topics that were assigned them at the organization meeting last fall: Wayne W. Johnson, dean of Scottsbluff Junior College, accreditation; J. R. Johnson, dean of McCook Junior College, personnel and guidance; W. E. Johnson, terminal courses; Wm. H. Roselius of Hebron Junior College, athletic situation in the Nebraska junior colleges; Frank O. McIntyre of Fairbury Junior College, a system of advertising and publicity.

The afternoon session, which was in charge of Wayne W. Johnson, was devoted to an open forum. Each person attending the meeting was given a list of key questions pertaining to current junior college problems which was used for discussion.

Following the afternoon session, the Executive Council met to formulate plans for the annual fall meeting, which will be held at the time of the Nebraska Teachers Convention. The Association designated a committee composed of superintendents or presidents of the colleges to investigate possibilities of making changes in the junior college laws of Nebraska. The committee is to report at the fall meeting. It was also the sentiment of the Association that a

student conclave should be held next fall in conjunction with the Association meeting in which students representing the various junior colleges should have full charge.

HAROLD NELSON,
Secretary-treasurer

NEW TEXAS ORGANIZATION

Texas municipal junior college executives assembled at Texas A & M College on March 30 for a two-day conference to discuss problems facing those colleges which this year have become recipients of financial support by an act of the last Texas legislature. The conference assembled through an invitation issued by Dean T. D. Brooks, School of Arts and Sciences, Texas A & M College. Guests were Judge J. M. Combs of Beaumont, president of the Lamar Junior College Board, who has been instrumental in perfecting a reorganization of Lamar and has made an intensive study of junior college problems; Dean C. C. Colvert of Northeast Junior College, Louisiana, who made some excellent contributions to the discussion; and College Examiner E. C. Dodd of the state department of education, who participated actively in the conference and served as its secretary.

To initiate and give direction to the thinking of the group on various problems, a series of panel discussions was organized. Special consideration was given wartime courses and the problems which have grown directly out of the national emergency. The structure of the junior college organization under the title, "How Much Autonomy Does the Municipal Junior College Need," also afforded a lively topic for discussion. The session the second day was devoted largely to the consideration of nonvocational objectives, desirable extracurricu-

lar programs, and the responsibility of the junior colleges for personnel work.

The group voted unanimously to make the conference an annual affair, and organized itself as the Texas Public Junior College Association. The following officers were elected: J. F. Mead, Amarillo College, president; and L. W. Hartsfield, Hillsboro College, secretary-treasurer.

L. W. HARTSFIELD, *Secretary*

TEXAS MEETING

Representatives of 35 Texas junior colleges met in Fort Worth, Texas, the latter part of April for the annual meeting of the Texas Junior College Association. The chief topic of discussion was how the junior college can best aid in the national emergency. Charles F. Schmidt, president of Blinn College, was elected president for the next academic year. Dean Adolph Streng of Texas Lutheran College was chosen vice president, and L. W. Hartsfield, president of Hillsboro Junior College, secretary-treasurer.

CHICAGO INSTITUTE

"Terminal and Professional Education" was the theme of the Twentieth Annual Institute for Administrative Officers of Higher Institutions held at the University of Chicago July 8-10. The first general topic discussed, "The Program of Terminal Education," featured Dean B. Lamar Johnson of Stephens College as one of three speakers who presented the issues involved. The second session which discussed "Needs and Resources for Terminal Education" presented Leo F. Smith of Rochester Athenaeum and Mechanics Institute who stressed the importance of cooperative work experience for junior college students.

The third session considered "Problems of Terminal Education" with Dean William H. Conley of Wright Junior College, Chicago, as introductory speaker. Dean Conley discussed the administrative phase of this topic, asserting that it is necessary to interpret terminal work clearly to students, their parents, employers, and the community in order to achieve any measure of success. Max D. Engelhart, director of examinations of the Chicago City Junior Colleges, also spoke at this session to show the importance of proper evaluation of terminal education experiments.

The fourth session presented E. D. Cornelison's paper on "Technical Education in the Pasadena Junior College, California." Mr. Cornelison was formerly director of the School of Trades and Technology of Pasadena Junior College.

The closing session heard President Edward C. Elliott of Purdue University speak on "Issues Involved in Institutional Readjustments." President Elliott who is now on leave of absence from Purdue heads that division of the Manpower Board which is guiding the training of scientific and technological workers for the war effort. His major point was that today's education must sacrifice some of its broader aims in order to produce efficient leaders immediately for industry and the armed services. Nonessential materials must be stripped from the curricula if we are to avoid having our efforts labeled "too little, too late."

CALIFORNIA CONFERENCE

The second annual conference on terminal education for junior college faculty members and administrators was held July 22 and 23 at the University of California at Los Angeles. This year's

theme was "Terminal Education and the Junior College in Wartime." There were four main sessions scheduled for the two days. The opening session considered the topic, "Advisory Service to Students in Wartime," and was led by Rosco C. Ingalls, director of Los Angeles City College. In considering this topic, the following phases were discussed: women in war production industries, the civilian pilot training program, military service reserves, and ESMDT programs in junior colleges.

The afternoon session considered "Junior College Adjustments to War Needs," with John W. Harbeson, president of Pasadena Junior College, presiding. Included in discussion of this problem were: recommendations from the Educational Policies and Plans Commission, the workshop method as an effective aid in promoting adjustments from the point of view of participants, a speech class designed to meet the needs of today's junior college student, contributing to the development of competency in understanding the war and the peace, and priorities and imperatives.

The morning session of the second day was built around the theme: "The Developing Philosophy of Junior College Terminal Education Including a Continuity with High School Curriculum Planning." With Richard J. Werner, president of Salinas Junior College, in charge, the group considered the following aspects of the theme: a curriculum construction program for the faculty of a junior college, next steps for junior colleges in adjusting to community needs in the post-war era, the 1942 terminal education workshops, and the place of developmental reading in the junior college.

The final session considered the subject: "The Junior College Administrator and Faculty Make Plans for the Fall

Term." Directed by Sheldon M. Hayden of Santa Monica Junior College, the group discussed extension of the cooperative training plan by junior colleges, faculty personnel problems and plans, summer sessions of 1942, extended day and evening sessions, and personnel problems and solutions growing out of the reorganized NYA.

IOWA SUGGESTIONS

A "Brief on Junior Colleges" has been submitted by the Legislative Committee of the Iowa College Presidents' Association to the Iowa School Code Commission. The five principal points covered are summarized as follows:

1. Iowa needs a carefully thought-out plan clearly defining the function to be served by the public junior college.
2. The curriculum of the typical public junior college parallels that of already established public and private liberal arts colleges. Accordingly, additional public junior colleges should be established only in those areas of Iowa not already served by existing state or private educational institutions.
3. Public junior colleges should be established on a regional basis, each such college designed to give terminal or semiprofessional education in related fields.
4. Revision of legal provisions for the establishing of public junior colleges in Iowa should be based upon two generally recognized principles of school district organization; namely, (a) there should be a sufficient number of pupils to justify an educational offering that is adaptable to varied interests and needs; (b) the area and wealth of the district should be sufficient to support an efficient educational program without endangering the support of already established elementary and secondary schools.
5. It is generally agreed, among leaders in education, that increased public support for higher education is desirable. However, an increasing number of these leaders point out that increased state aid for higher education should be brought about quite as much through an increase of "tax-supported educational opportunities" as through an increase of "tax-supported institutions." Iowa should provide a system of state scholarships for worthy individuals of talent, and allow each of these individuals free choice as to the institution, approved by the state, which he will attend.

Junior College Music

Esther Goetz Gilliland, *Editor*

Woodrow Wilson Junior College, Chicago

INTRODUCTORY

In answer to popular demand that music educators in junior colleges have a medium for publicizing their problems and activities, this department has been set up, in the hope that voluntary contributions and interest will keep it alive and helpful. Educators and administrators are urged to participate under the leadership of state chairmen in promoting the 10-point program, outlined below. Recommendations for additional leadership will be welcomed. Junior college music instructors in localities having few junior colleges or inadequate representation, are advised to contact colleges or chairmen in nearby states. Let's make junior college music the vital subject it deserves to be! Only through unity and mutual cooperation can we solve our individual problems. Read and contribute! Send in news, articles, reports of meetings, programs and questions to the music editor, 10827 S. Hoyne Ave., Chicago, Illinois, by the 15th of the month.

E. G. G.

TEN-POINT MUSIC PROGRAM

1. Work together in state or local groups under the chairman appointed until you organize permanently and elect a leader.
2. See that a junior college music section is placed on every state or local teachers meeting.
3. Give the war program your serious consideration and incorporate necessary courses into your curriculum.
4. Recommend interested and enthusiastic workers to assist us in improving

and reporting to the national committee on the following lines of endeavor: texts, festivals, credit coordination, curriculum, content of theory courses, public school music, instrumental problems, community service, choral problems, appreciation and history, defense, terminal courses, radio and promotion.*

5. Establish a department in the *Junior College Journal* for the airing and solving of junior college music problems and review of books.

6. Attend all junior college music sessions of national or sectional conventions.

7. Write articles that will help others solve their problems. The national committee will act as clearing center and endeavor to secure their publication.

8. Endeavor to standardize and coordinate courses as much as possible according to community conditions, so that universities and conservatories will accept credit.

9. Make every effort to keep young people in school by offering practical courses pertinent to the times.

10. Experiment and report on terminal courses in the field of music.

LIST OF STATE CHAIRMEN

The following have agreed to serve as state chairmen of the National Junior College Music Committee. The list is not yet complete.

Alabama—J. Alvin Keen, Snead Junior College, Boaz.

* Chairmen of these topics were listed in the May 1942 issue of the *Journal* (pp. 542-43) with the report of the Junior College Section of the Music Educators National Conference, Milwaukee meeting.

Arizona, Western Colorado, and Utah—Lawrence Sardoni, Mesa County Junior College, Grand Junction, Colorado.

Arkansas—Addison Woll, Fort Smith Junior College, Fort Smith.

California—Earle Blakeslee, Chaffey Junior College, Ontario.

Eastern Colorado—Max Kaplan, Pueblo Junior College, Pueblo.

Georgia—G. W. Carson, Augusta Junior College, Augusta.

Idaho—John M. Anderson, Ricks College, Rexburg.

Illinois—John H. Barabash, Wright Junior College, Chicago.

Iowa—Mabel Carlile, Graceland College, Lamoni.

Kansas—Bernard Regier, Hutchinson Junior College, Hutchinson.

Louisiana—R. C. Frisbie, Northeast Junior College, Monroe.

Massachusetts—Frederick H. Johnson, Bradford Junior College, Bradford.

Minnesota—Leon F. Beery, Virginia Junior College, Virginia.

Mississippi—C. W. Cooms, Jr., Sunflower

Junior College, Moorhead.

Missouri—Arthur W. Todd, Stephens College, Columbia.

Montana—Frances Simas, Northern Montana College, Havre.

New Hampshire—Gladys Gleason, Colby Junior College, New London.

North Carolina—Elizabeth Ellison, Mars Hill Junior College, Mars Hill.

New York—Edward T. Canby, Finch Junior College, New York City.

Oklahoma—Katherine G. Royce, Eastern Oklahoma A. and M. College, Wilburton.

Oregon—G. A. Odgers, Multnomah College, Portland.

Tennessee—Josiah Darnall, David Lipscomb College, Nashville.

Texas—Folsom D. Jackson, Amarillo College, Amarillo.

Virginia—Anna Marie Gustafson, Marion College, Marion.

Vermont—Erma Mae Gilcher, Green Mountain Junior College, Poultney.

West Virginia—Leon Withers, Potomac State School, Keyser.

FREE SERVICES

According to a recent opinion of the attorney general of California, "the governing board of any district maintaining a junior college in the state must furnish free of charge to all junior college students school supplies necessary to the pursuit of a course of study, including art material for art classes, cloth for dressmaking classes, wood for carpentry classes, gym suits and shoes for physical education classes, bluebooks for examinations, and paper for themes and reports."

LOS ANGELES ENROLLMENT

The Extended Day Session at Los Angeles City College for the spring 10-week period registered 1,875 students, and the Divided Semester plan, April 20 to June 27, brought in 375 new students, keeping the average daily attendance at the college 4,224 in the face of all the pressures resulting from recruiting by army, navy, and industry,

and the evacuation of Japanese-American students.

MEDICAL COURSE

Because of increased demand for medical secretaries and record librarians, Lees-McRae College, North Carolina, has expanded its medical secretarial course this fall. Military activities have called upon so many hospital aides that the college has had more calls for these trained workers than it can fill. The course is offered by the college in conjunction with a local hospital. Students receive theoretical and practical training in college subjects, sciences, medical shorthand and typing. After two years they are transferred to the hospital where they work with doctors and nurses in the actual taking of histories, keeping of records, learning laboratory techniques, etc. At the end of a third year of work, or its equivalent, they are ready for jobs. Students are graduated only when they can receive an unconditional recommendation for a position.

Junior College World

ASSOCIATE AT MINNESOTA

Starting next year the University of Minnesota will present a new degree, Associate in Liberal Arts, to all students in the College of Science, Literature and the Arts who complete ninety credits of work in two years or two years and one additional quarter. The new degree will give recognition and "something to show for it" to a considerable group of students who remain for no more than two years in the college, and who now leave with no evidence of accomplishment. It is the belief of Associate Dean T. Raymond McConnell of the college, that many students who now drop out in less than two years will be encouraged to remain until they get the associate degree.—*New York Times*, June 28, 1942.

TRIBUTE TO TREVORROW

The faculty and staff of Centenary Junior College, New Jersey, recently presented a plaque to the college and to Dr. and Mrs. R. J. Trevorow in appreciation of their service to Centenary for the past 25 years. The plaque reads: "To President Robert Johns Trevorow and Dean Editha Carpenter Trevorow whose devoted service to Centenary for 25 years has been to their co-workers and students an inspiration which like the words hereon engraved will defy the ravages of time."

JUNIOR COLLEGE ADDED

Grant Union High School, North Sacramento, California, has added a junior college division to its organization. Major William Rutherford will head the new junior college.

DEAN AT TRINIDAD

Raymond H. Nelson, head of the language department of Trinidad State Junior College, Colorado, has been appointed dean of the college to succeed George W. Scott who has resigned after a year's leave of absence.

MISS ENGLEMAN MOVES

Lois E. Engleman, librarian of Frances Shimer Junior College, Illinois, and joint author of the recent Association volume *The Literature of Junior College Terminal Education*, has resigned to accept a position as librarian of Colby Junior College, New Hampshire. She takes the place of Mrs. Mildred Peterson McKay who has resigned to go into public library work at Springfield, Massachusetts.

BRIARCLIFF TRUSTEES

Mrs. Clara M. Tead, recently elected president of Briarcliff Junior College, New York, has announced a newly appointed board of trustees for the reorganized institution. Ordway Tead, editor and director of Harper & Bros. in New York City, will serve as chairman. Dr. Tead is also chairman of the Board of Higher Education in New York City. Other members of the Briarcliff trustees include George N. Shuster, president of Hunter College, New York City; Byron S. Hollinshead, president of Scranton-Keystone Junior College, Pennsylvania; Miss Edna F. Lake, headmistress of the Laurel School, Ohio; Eduard C. Lindeman, New York School of Social Work, Columbia University; Lyman Bryson, director of education of

the Columbia Broadcasting Company; Mrs. Carl Shoup, who served for several years as secretary to the Board of Higher Education of New York City; Ernest Angell, New York City lawyer who is president of the Council for Democracy; William Zorach, nationally known sculptor and painter; and Norman Cousins, executive editor of the *Saturday Review of Literature*.

MAINE TOWNSHIP CLOSED

Maine Junior College, Park Ridge, Illinois, was closed last spring. The junior college, of which Edward Morgan was dean, was begun in 1939.

DEGREES AT SAN ANTONIO

San Antonio Junior College, Texas, conferred its first degrees of Associate in Arts at its 1942 commencement.

YORK GYMNASIUM

The newly organized York Junior College, Pennsylvania, is already adding to its physical facilities with a new gymnasium-auditorium. Upon completion of the building which will be one of the largest in the state, the present gymnasium will be released for other educational requirements. It is planned to have the building ready for use this fall.

CUSTER COUNTY HEAD

S. P. Moe, superintendent of schools of Custer, Montana, has been elected dean of Custer County Junior College, Miles City, Montana.

NICHOLS HEAD

H. Jack Hunter, associate headmaster of Montclair Academy, New Jersey, has accepted the presidency of Nichols Jun-

ior College, Massachusetts. He succeeds Major James L. Conrad, U. S. Quartermaster Corps, who is now stationed at Fort Wright, Fisher's Island, New York.

HEBRON CLOSES

Hebron Junior College, Nebraska, was closed on June 30 after 31 years of operation. This action was taken by the board of trustees of the college upon recommendation of official committees of the American Lutheran Church.

NORTH PARK CAMPAIGN

As part of its 50th anniversary campaign, North Park College, Illinois, is making an effort to obtain \$500,000. Already over \$150,000 has been received.

LA SIERRA CHANGE

L. R. Rasmussen, educational superintendent of the Southeastern California Conference, has been appointed president of La Sierra College, California, to succeed E. E. Cossentine, who recently accepted the presidency of Union College, Nebraska.

WARD-BELMONT DEAN LEAVES

Robert Calhoun Provine, dean of faculty at Ward-Belmont School, Tennessee, since 1939, has been appointed associate professor of philosophy and psychology at Vanderbilt University.

LONG BEACH HEAD

George E. Dotson, registrar and director of personnel, San Diego State College, California, has been appointed president of Long Beach Junior College, California, to succeed John L. Lounsbury who has been elected president of San Bernadino Valley Junior College.

HARDIN PRESIDENT

James B. Boren has been appointed president of Hardin Junior College, Texas, to succeed George M. Crutsinger who resigned last spring. For the past three years Dr. Boren was president of Southwestern Institute of Technology, Oklahoma.

RECEIVES FELLOWSHIP

Dean William H. Martin of Dunbar Junior College, Arkansas, has been granted a fellowship by the General Education Board of New York to study at Ohio State University for the academic year 1942-43. Dean Martin's immediate problem for study involves the development of techniques which will be used to reorganize the curriculum of Dunbar Junior College in accordance with community needs.

MISS FRANCE HONORED

Miss Mary Adele France, president of St. Mary's Female Seminary-Junior College, Maryland, was awarded an honorary degree of doctor of literature by Washington College, Maryland, at the commencement exercises last spring. Mrs. Franklin D. Roosevelt was awarded the honorary degree of doctor of laws at the same exercises.

WESTMINSTER MERGER

Westminster College, Texas, has merged with Southwestern University, and will be operated in the future as Westminster Junior College of Southwestern University.

NEW HEAD FOR SOUTHERN

D. E. Rebok has been appointed president of Southern Junior College, Ten-

nessee, to succeed J. C. Thompson who resigned last spring to engage in war work for the Seventh-day Adventist Church for the southeastern states.

DEGREE REQUIREMENTS

Requirements for the degree of Associate in Arts in California junior colleges were reduced from 64 to 60 semester hours at the meeting of the state board of education in May.

DEAN AT PLACER

Harold Chastain, district superintendent of schools, Oakdale, California, has been appointed dean of Placer Junior College in Auburn to succeed Ernest E. Oertel who has resigned.

LYONS TOWNSHIP PLAN

George S. Olsen, assistant superintendent of Evanston High School, Illinois, has been appointed dean of Lyons Township Junior College, La Grange, Illinois, to succeed George Willett, retired.

COLLEGE OF MARSHALL HEAD

The Reverend H. D. Bruce has been named president of the College of Marshall, Texas.

ADMINISTRATIVE DEAN

Isabel Phisterer, newly appointed dean of Cazenovia Junior College which was reorganized as a woman's junior college last spring, as reported in the May issue of the JOURNAL, will take over all administrative duties this fall in place of a president. No successor has as yet been named for Burritt C. Harrington who resigned as president.

BACK TO MARIN

Ward Austin, former vice-principal of Marin Junior College, California, has returned to this position to succeed Paul Clymer who has been called to a research project for the government. Mr. Austin has been director of the Lux Technical Institute and the Lick Wilmerding Schools in San Francisco.

LEAVES BAKERSFIELD

Wilfred Mitchell of Bakersfield Junior College, California, has been appointed assistant professor of philosophy and religion at Fisk University, Nashville, Tennessee.

AMERICAN COUNCIL MEMBERS

Cottey College, Missouri, and John Tarleton Agricultural College, Texas, were admitted to membership in the American Council on Education at its annual meeting in Chicago in May.

SANTA ANA HEAD

John H. McCoy, former instructor in journalism at Santa Ana Junior College, California, and more recently instructor in journalism at the University of Ohio, has returned to Santa Ana to head the junior college as its new director. Mr. McCoy attended the junior college 17 years ago. He was appointed the second director and dean of the college since its founding when D. K. Hammond resigned as director last spring.

GREEN MOUNTAIN PLAN

Green Mountain Junior College, Vermont, has worked out a plan for co-operative education with the new plant of the Precise Tool and Manufacturing Company which has been built at Poultney for manufacturing machine tools.

CONLEY CHANGES JOBS

William H. Conley, dean of Wright Junior College, Chicago has resigned his position with the Office of Price Administration which he held last year while on partial leave from Wright in order to become Director of Publications of the U. S. Naval Training Program with headquarters at the Navy Pier, Chicago. Conley began his new duties June 1.

BALTIMORE PLAN

"The Baltimore Plan" has been devised by the Commercial Credit Company of Baltimore, Maryland, for the convenience of parents who prefer to pay tuition and other college fees in monthly installments instead of only once or twice a year. Mrs. Isabelle Kittredge Varick is director of the plan.

KOKOMO'S 10TH YEAR

Kokomo Junior College, Indiana, is celebrating its tenth anniversary this year. Established in 1932 as a result of active interest of local citizens, the college was organized in 1936 as a non-profit corporation headed by a board of trustees. That same year, the Rev. Hurd Allyn Drake was named president of the college and has served in that capacity ever since.

COLLEGE PUBLICITY

Publicity Problems, the recently issued 134-page report of the annual meeting of the American College Publicity Association at Berkeley, California, lists 42 junior colleges in 23 states as members of the Association. A special breakfast session, under the chairmanship of Barry Holloway, Stephens College, was devoted to a discussion of "Effective Publicity for Junior Colleges."

From the Secretary's Desk

NEXT ANNUAL MEETING

St. Louis, Missouri, has been selected by the Executive Committee as the place for the twenty-third annual meeting of the Association. The date is March 4-6, immediately following the meetings of the American Association of School Administrators and affiliated organizations earlier the same week. The meetings will begin Thursday afternoon and run through to Saturday noon. President Harbeson is at work already on the main features of the program which will be devoted very largely to wartime considerations, the bachelor's degree for junior colleges, and terminal education studies. The Association was organized at St. Louis in 1920 but has never held another meeting there since that date. The Statler Hotel has been reserved as headquarters. Ample room will be available after Thursday morning but those wishing earlier accommodations for some of the AASA meetings should make reservations immediately. Special reservation cards for the junior college meetings will be distributed later.

INSURANCE INFORMATION

In view of the fact that the Teachers Insurance and Annuity Association of America has this year for the first time opened its privileges to staff members of regionally accredited junior colleges, attention is called to a very informing article by the president of that organization, Henry James, which was printed in the *Journal of Higher Education* for April 1942. All junior college instructors interested in either insurance at unusually favorable rates or in annuity

contracts should read the article "Aids to Teachers from Insurance."

"ON THE RECEIVING END"

With reference to wartime service that can be furnished by the Washington office and its use by local junior colleges, the president of one prominent Western junior college writes, in part, as follows:

As administrators we realize that there are definite limitations upon the service that can be given with a small budget. The American Association of Junior Colleges is giving excellent service and we are getting results far beyond what might be expected from the small dues. In this connection I would like to say again that the dues of the member institutions must be increased if the Association is to function as extensively as it should.

It is obviously impossible to obtain certain information before a satisfactory release date. Certain bulletins supersede earlier announcements. Large quantities of material carry information that is of importance in formulating junior college plans. In this institution, we have found that the appointment of a special faculty committee to study all information that is received and to formulate suggestions of policy, including announcements for the information of students, has worked out rather successfully. The chairman of this committee has part-time secretarial help and office facilities for assembling and organizing material. The problems in each institution are different in emphasis and application.

I believe that many of our junior colleges need more complete organization on the receiving end rather than in the sending phase which is, I believe, being pretty well taken care of when we consider the obvious difficulties.

NEA AFFILIATION

Action on the proposal for the Association to secure departmental affiliation with the National Education Association was postponed for a year by the Board of Directors of the NEA at its meeting

in Denver in July. The Board of Directors voted that it "looks with favor upon the application of the American Association of Junior Colleges for departmental status in the NEA but recommends postponement of the consideration of their application until the next annual meeting for further study in order to devise, if possible, a plan of affiliation in accordance with our by-laws."

ASSOCIATE'S DEGREE

Associate's Degree and Graduation Practices in Junior Colleges is the title of the fourth in the series of Monographs on Terminal Education published by the Association. It came from the press in August and was distributed without cost to the 130 junior colleges contributing to the special fund for these supplementary studies. Announcements have been sent to all other junior colleges. Member institutions may secure it at a special discount.

The monograph is particularly timely in view of the extensive discussion of the bachelor's degree at the junior college level. It presents for the first time a comprehensive treatment of a possible alternative, the associate's degree, of which more than 120,000 have been awarded in the past 25 years by some 250 junior colleges. The scope of the new volume is indicated by the chapter titles: 1. Development of college degrees, 2. Development of the associate's degree, 3. Present status of the associate's degree in junior colleges, 4. Associate's degree in senior colleges and universities, 5. Associate's degree for terminal students, 6. Junior college attitudes toward the associate's degree, 7. Attitudes of state departments and accrediting agencies, 8. Bachelor's degree for junior colleges, 9. Junior college

graduation practices, and 10. Recommendations.

Assistance of all junior colleges is asked in giving this new monograph as wide distribution as possible. Special circulars concerning it will be sent upon request.

READING HABITS

A study of the reading habits with reference to current periodicals of junior college students is found in a chapter contributed by the Executive Secretary to a commemorative volume published during the summer by the University of Chicago press. The volume is entitled *Louis Round Wilson: Papers in Recognition of a Distinguished Career*. An analysis is made of the periodicals read most frequently and enjoyed and valued most by more than 13,000 students in 55 junior colleges. *Reader's Digest* leads the list, followed closely by *Life*. Analyses are made by sex, by class, and by type of student—terminal or transfer. Reprints are available upon request at the Association office.

CURRICULUM BULLETIN

The Executive Secretary is a member of a special committee, working under the auspices of the U. S. Office of Education, on college curriculum adjustments to wartime needs. The central committee has secured the cooperation of 27 subcommittees of subject-matter specialists appointed by the appropriate national organizations who have prepared or are preparing advisory bulletins on the best means of adapting the content and method of the principal subjects of the liberal arts and junior college curricula to wartime needs. Fields represented include biology, business education, chemistry, economics,

education, English, French, geography, German, history, home economics, Italian, journalism, Latin, mathematics, music, philosophy, physical education, physics, political science, psychology, religion, sociology, Spanish, and speech. It is expected that the individual reports will run from 10 to 30 mimeographed pages each. Two copies will be sent, as soon as they are available, to each junior college president or dean—one for his own use and one for the instructor most directly concerned.

OCD MATERIAL

All member junior colleges were sent material from the Office of Civilian Defense during the summer at the request of the Executive Secretary. Included in the material were Vice President Wallace's speech, "The Price of Free World Victory;" a pamphlet put out by the War Production Board, "What Is Labor Doing in the War;" a booklet by the Office of Facts and Figures, "Divide and Conquer;" and another by the Office of Price Administration, "Economics of the Home Front." The Office of Civilian Defense has agreed to send out other material in the future and is anxious to know just what kinds of publications junior college administrators would find of most value.

EDUCATIONAL FINANCE

The Executive Secretary has been made a member of the American Council on Education's Committee on Government and Educational Finance. The committee is to be concerned with the evaluation and improvement of the methods of financial support of American education. Dr. John K. Norton, Teachers College, Columbia University, is chairman.

"WISE—OR OTHERWISE"

The address, "Changes in Higher Education—Wise or Otherwise," given by the Executive Secretary at the annual meeting of the American Association of Collegiate Registrars in Chicago in April was printed in the July issue of the *Bulletin* of the registrar's association. Reprints were sent out in August to junior colleges which are members of the American Association of Junior Colleges.

SPANISH INTERPRETATION

The Executive Secretary is author of an article "Los Junior Colleges en los Ee. Uu. y su Mision Educativa," prepared at the request of the editors of *La Prensa*, Spanish daily newspaper published in New York which circulates widely throughout South America. The article in dialogue form is designed to give information concerning the junior college movement to students in Spanish American countries who may be interested in entering junior colleges in the United States. It was published in Spanish in the issue of *La Prensa* for May 28.

GROUP SUBSCRIPTIONS

Group subscriptions for many institutions expired with the May issue. It is hoped that these may be renewed promptly and that numerous new groups will be formed this fall. The JOURNAL can be secured at half price for faculty or trustee groups in member junior colleges if half the faculty members in smaller institutions or at least 10 in larger institutions are included and all copies are sent to one address. Further particulars and special subscription blanks will be sent upon request.

Judging the New Books

LOUISE PRICE, *Creative Group Work on the Campus*. Teachers College, Columbia University, New York, 1941. 437 pages.

This volume is a process study which not only describes and illustrates by many concrete examples, but also shows the why of creative group work on the college campus. The author was connected with the personnel departments of Stephens College and of Stanford University for 10 years during which she collected a wealth of material that she has unified, systematized, and presented in this stimulating volume. Part I presents examples of developments in creative group work in the larger culture of social psychology which are basic to group work in student life. Part II is concerned with data from Stephens and Stanford in two detailed developmental studies. Part III examines the theory of Part I in the light of the processes and procedures reported in Part II. Junior college readers will be especially interested in the detailed report of conditions and developments in the experimental field at Stephens College, including the quotations from numerous statements from both students and faculty concerning vital personal and social student problems. About a third of the book is devoted specifically to the Stephens College report.

PAUL T. DAVID, *Barriers to Youth Employment*. American Council on Education, Washington, D. C., 1942. 110 pages.

This volume is another of the numerous important studies produced by the staff of the American Youth Commission.

It is concerned with some of the more conspicuous obstacles which frequently seem to stand in the way of youth employment—or which did before the declaration of war changed the employment situation so completely. With the return of peace, however, doubtless many of these factors will again become operative. Such matters as entrance requirements for certain occupations, the practice of seniority, governmental restrictions upon youth employment, and state and Federal minimum wage laws are discussed. Such unemployment as still remaining is shown to be heavily concentrated among youth under 20 years of age. During the past decade, as many as one-third of the youth between 16 and 21 were unemployed.

J. FRANK FAUST, *The Girl's Place in Life and How to Find It*. McDonnell and Co., Champaign-Urbana, Illinois, 1942. 214 pages.

This textbook for occupational classes is designed as a practical guide-book or manual for the girl who is interested in finding out about various vocational opportunities. The 20 chapters give information on qualifications, requirements, employment opportunities, income, promotions, service and other features for each of the occupations most commonly open to women. Many of these are on the semiprofessional level as well as the professional level and so will be of special interest to junior colleges. Included are such fields as medicine, law, social service, religious work, photography, interior decoration, home-making, advertising, selling, specialty shop management, beauty culture, hotel

and restaurant service, office work, government service, receptionist, and industrial occupations.

CARROLL ATKINSON, *Radio Network Contributions to Education*. Meador Publishing Co., Boston, 1942. 128 pages.

This little volume gives the history and development as well as the production methods of 40 outstanding and typical radio programs which have educational values, such as the University of Chicago Round Table, America's Town Meeting of the Air, March of Time, and Ford Sunday Evening Hour. They are grouped as follows: forum-panel type, children's type, information-quiz type, drama type, music type, educator-produced type, subject-matter type, and miscellaneous types. The increasing number of junior colleges which broadcast programs regularly or irregularly will find much of interest in this volume and in some of the other ones of the radio series written by the same author. Unfortunately the type is so small as to put a severe strain on the eyes if the volume is read straight through—as it deserves to be.

RIICHARD B. MORRIS and JOSEPH E. WISAN, *Handbook of Civilian Protection*. Whittlesey House, McGraw-Hill, New York, 1942. 184 pages.

This very definite and specific little manual is based upon recent experience at the College of the City of New York in giving a short survey course in civilian protection to some four thousand college students and other citizens. It treats of air raids, fire fighting, incendiary bombs, poison gas, first aid, conservation and salvage, and nutrition. It is fully illustrated with photographs and diagrams. Ample information in convenient and

compact form is given which every citizen, whether air raid warden or not, should have available.

NEW PUBLICATIONS RECEIVED

W. W. BAUER and T. G. HULL, *Health Education of the Public*. W. B. Saunders Co., Philadelphia, 1942. 315 pages.

HAROLD BENJAMIN, *Emergent Conceptions of the School Administrator's Task*. Stanford University Press, Stanford University, California, 1942. 26 pages.

ISAIAH BOWMAN and others, *The University and the Future of America*. Stanford University Press, Stanford University, California, 1942. 274 pages.

L. R. CAMPBELL and J. P. JONES, *Effective News Reporting*. The Macmillan Company, 1942. 225 pages.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING. *Thirty-Sixth Annual Report, 1940-41*. New York, 1942. 183 pages.

W. G. CARR, *Educational Leadership in this Emergency*. Stanford University Press, Stanford University, California, 1942. 32 pages.

M. M. CHAMBERS, editor, *The Tenth Yearbook of School Law, 1942*. American Council on Education, Washington, D. C., 1942. 200 pages.

H. V. COBB, *Man's Way*. Longmans, Green & Co., New York, 1942. 395 pages.

LUELLA COLE, *Psychology of Adolescence*. Farrar & Rinehart, New York, 1942. 660 pages.

L. A. CRANDALL, *Introduction to Human Physiology*. W. B. Saunders Co., Philadelphia, 1942. 388 pages.

D. R. CURTISS and E. J. MOULTON, *Essentials of Trigonometry with Applications*. D. C. Heath & Co., Boston, 1942. 174 pages.

DONALD DAVIDSON and S. E. GLEEN, *Readings for Composition*. Charles Scribner's Sons, New York, 1942. 697 pages.

C. EMERY, J. L. LIEVSAY, H. F. THOMA, *Practice in Reading and Writing*. Houghton Mifflin Co., Boston, 1942. 433 pages.

D. L. EVANS, *Essentials of Liberal Education*. Ginn and Co., Boston, 1942. 200 pages.

W. L. EVERETT, editor, *Fundamentals of Radio*. Prentice-Hall, New York, 1942. 400 pages.

P. V. FERNANDEZ and A. C. JENNINGS, *Spanish Grammar in Review*. Houghton Mifflin Company, Boston, 1942. 210 pages.

R. M. GAY, M. C. BOATRIGHT, G. S. WYKOFF, *Freshman Prose Annual*. Houghton Mifflin Co., Boston, 1942. 167 pages.

T. J. GATES and AUSTIN WRIGHT, editors, *College Prose*. D. C. Heath & Co., Boston, 1942. 565 pages.

Bibliography on Junior Colleges

INTRODUCTORY NOTE.—This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education *Bulletin*, 1930, No. 2), which contains the first 1,600 titles of this numbered sequence. Volumes I to XII of the *JOURNAL* contain 2,838 additional titles of publications other than those appearing in the *JOURNAL* itself, distributed as follows:

- Vol. 1. Numbers 1601-1884, 284 titles
- Vol. 2. Numbers 1885-2183, 299 titles
- Vol. 3. Numbers 2184-2413, 230 titles
- Vol. 4. Numbers 2414-2646, 233 titles
- Vol. 5. Numbers 2647-2852, 206 titles
- Vol. 6. Numbers 2853-3003, 151 titles
- Vol. 7. Numbers 3004-3171, 168 titles
- Vol. 8. Numbers 3172-3314, 143 titles
- Vol. 9. Numbers 3315-3501, 187 titles
- Vol. 10. Numbers 3502-3742, 241 titles
- Vol. 11. Numbers 3743-4044, 302 titles
- Vol. 12. Numbers 4045-4437, 393 titles

Both author and subject indexes for each year's entries may be found in the final issue of the *JOURNAL* for the year. It is intended to make this continuing bibliography a complete reference list, as far as possible, for all published material dealing with the junior college movement in any of its phases, except that published in the *JOURNAL* itself. References to unpublished dissertations, also, are included as far as possible. Assistance of authors, especially of publications not appearing in the common national educational journals, is asked in securing the desired completeness and accuracy. Vol. XIII, in addition to new current items, will include the remainder of the more than 600 unpublished items found by Miss Lois E. Engleman as indicated in the issue of the *JOURNAL* for December 1940 (p. 234).

4438. ALLEN, HOLLIS P., "A Cooperative Placement Program," *Phi Delta Kappan* (May 1942), 24: 366-68.

Includes data on specifications for applicants from 22 California junior colleges.

4439. ALMEN, A. L., *Report of the Interim Committee on Education*, Minneapolis, Minnesota, January 1941, 149 pages.

Report to the legislature of Minnesota. Includes discussion of junior college conditions and developments (pp. 14, 35, 36, 42, 97-100). Recommends that the terminal function receive major emphasis and

that present minimum junior college standards be definitely raised.

4440. ALPHEUS, BROTHER JAMES, "The Junior College Grows," *Catholic Educational Review* (April 1942), 40: 217-19.

An analysis leading to the conclusion: "Taken as a whole the junior college movement in both purpose and aspect offers a challenge to Catholic leaders. It stands forth as another link in an already strong educational chain—a logical supplement to the Catholic secondary school."

4441. ALVEY, EDWARD, JR., "Review of Education," *The American Annual: An Encyclopedia of Current Events, 1941*, Americana Corporation, New York, 1941.

Includes two-column review of junior college developments with stress on the Association's study of terminal education.

4442. AMERICAN COUNCIL ON EDUCATION, *Higher Education and the War*, Washington, D. C., 1942, 184 pages.

Report of the Baltimore conference of higher educational officers held immediately following annual meeting of the American Association of Junior Colleges. President and vice president of the Association were chairmen of two sections of the conference and members of its committee on resolutions. Names of all representatives from junior colleges are listed.

4443. AMERICAN LIBRARY ASSOCIATION BULLETIN, "Junior College Standards," *Association of American Colleges Bulletin* (December 1941), 35: 707.

Announcement of accreditation chart.

4444. AMERICAN MATHEMATICAL MONTHLY, "Enrollment in Junior Colleges," *American Mathematical Monthly* (April 1940), 47: 225.

Summary based upon 1940 *Directory*.

4445. AMERICAN SCHOOL AND UNIVERSITY, "Presidents of Junior Colleges," *American School and University*, 13th edition, New York, 1941, pp. 577-81.

Names and institutions, classified by states.

4446. AMORI, JOSEPH A., "Why Junior College Students Withdraw," *Journal of the American Association of Collegiate Registrars* (January 1942), 17:253-54.

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